

Volume XXXIII

MAY, 1944

Number 5

BULLETIN

MEMPHIS STATE
COLLEGE

REGISTER 1943-44

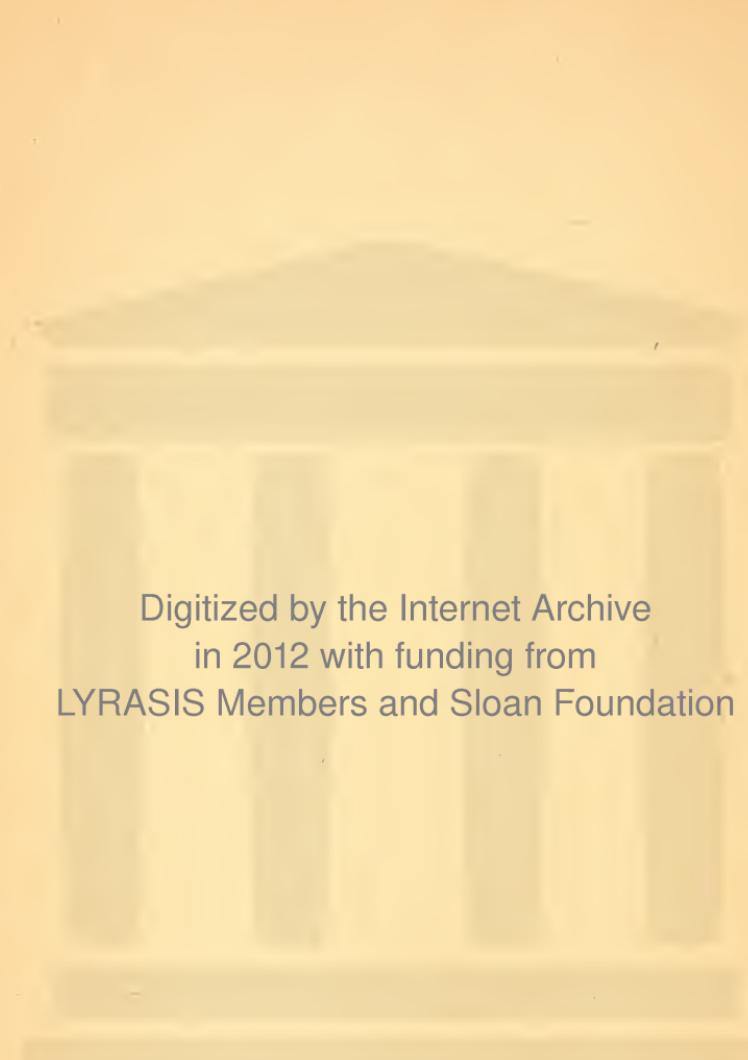
ANNOUNCEMENTS 1944-45

Published Five Times per Year by Memphis State College,
Memphis, Tennessee,

Under Authority of the State Board of Education

MEMPHIS STATE COLLEGE LIBRARY,
MEMPHIS, TENNESSEE

Entered as Second Class Matter at the Postoffice at Memphis,
Tennessee, under Act of August 24, 1912



Digitized by the Internet Archive
in 2012 with funding from
LYRASIS Members and Sloan Foundation

MEMPHIS STATE COLLEGE



Member of the Southern Association of Colleges
and Secondary Schools

Member of the American Association of Teachers Colleges

Member of the Tennessee College Association

Member of Teachers College Extension Association

The Thirty-Third Session Will Open

MONDAY, SEPTEMBER 18, 1944

CALENDAR. 1944-45

1944

TABLE OF CONTENTS

	Page
College Calendar.....	5
State Board of Education.....	6
County Superintendents.....	6
City and County High Schools.....	7
Officers of Administration and Assistants.....	10
Faculty Committees, 1943-44.....	10
College Faculty, 1943-44.....	11
Training School Faculty, 1943-44.....	16
General Information	
Historical Statement.....	18
Purpose of the College.....	19
The College Plant.....	19
Room Reservations.....	21
Dormitories	21
Conduct	21
Expenses and Fees	
Expenses for Day Students.....	22
Expenses for Dormitory Students.....	22
Out-of-State Tuition.....	22
Laboratory Fees.....	22
Other Fees.....	23
Entrance and Credits	
Entrance Requirements.....	24
Entrance Credits.....	24
Advanced Standing.....	24
Grading System.....	25
Classification of Students.....	25
The Unit of Credit.....	25
Scholastic Standards.....	26
Degree Requirements.....	26
Honor Roll.....	27
Credit by Correspondence or Extension.....	27
Loan Funds.....	27
Scholarships.....	28
Women's Association Award.....	29
Student Activities	
Student Organizations.....	29
Student Publications.....	29
Athletics	30
Alumni Association.....	30

Miscellaneous Information	
Superintendents' Conference.....	31
Teacher's Certificates.....	31
Superintendents' and Supervisors' Certificates.....	31
Curricula and Courses Offered	
Majors and Minors.....	32
Curriculum A, for Elementary Teachers.....	33
Curriculum B, for High-School Teachers.....	34
Curriculum C, for Elementary Teachers.....	35
Curriculum D, for Nursing Educators.....	36
Departments of Instruction	
The Arts	
Art and Penmanship.....	37
Industrial Arts.....	38
Music	39
Biology.....	41
Commerce.....	44
Education	47
Health and Physical Education.....	49
Home Economics.....	52
Languages and Literature	
English	54
Speech	57
Library Science.....	57
French	57
Latin.....	58
Spanish	60
Mathematics	61
Physical Sciences	
Aviation.....	63
Chemistry.....	63
Physics.....	64
Social Sciences	
Economics	65
Geography	65
History.....	68
Political Science.....	71
Sociology.....	72
Honor Rolls.....	73
Graduates, 1943.....	74
Instructions to Applicants for Admission.....	75
Application for Admission.....	77

COLLEGE CALENDAR, 1944-45

Fall Quarter, 1944-45

September 1—Training School Faculty Meeting.
September 4—Training School Opens.
September 16, 10:00 a.m.,—College and Training School Faculty Meeting.
September 18, 9:00 a.m.—Freshman Conference; 11:00 a.m.—Registration of Freshmen.
September 19—Registration of Freshmen and Sophomores
September 20—Registration of Juniors and Seniors.
September 21—Classes Meet as Scheduled.
November 29-December 2—Thanksgiving Recess.
December 12-15—Fall Quarter Final Examinations.
December 16—Fall Quarter Ends.

Winter Quarter, 1944-45

January 2—Winter Quarter Begins—Registration.
January 3—Classes Meet as Scheduled.
March 14-17—Winter Quarter Final Examinations.
March 17—Winter Quarter Ends.

Spring Quarter, 1944-45

March 19—Spring Quarter Begins—Registration.
March 20—Classes Meet as Scheduled.
April 25—Registration, Second Term of Spring Quarter.
May 30-June 2—Spring Quarter Final Examinations.
June 4—Spring Quarter Ends—Commencement.

Summer Quarter, 1945

June 6—Summer Quarter Begins—Registration.
June 7—Classes Meet as Scheduled.
June 11-12—Superintendents' Conference.
July 14—First Term of Summer Quarter Ends.
July 16—Registration for Second Term of Summer Quarter.
August 22—Summer Quarter Ends.

STATE BOARD OF EDUCATION

GOVERNOR PRENTICE COOPER.....	Nashville
COMMISSIONER B. O. DUGGAN, Chairman.....	Nashville
HON. W. R. LANDRUM.....	Trenton
SUPT. E. C. BALL.....	Memphis
HON. LAWRENCE TAYLOR.....	Jackson
HON. W. R. WEBB.....	Bell Buckle
MRS. R. W. STONE.....	Bristol
MRS. FERDINAND POWELL.....	Johnson City
HON. BARTOW STRANG.....	Chattanooga
HON. R. L. FORRESTER.....	Watertown
DR. S. C. GARRISON.....	Nashville

COUNTY SUPERINTENDENTS

<i>County</i>	<i>Name</i>	<i>P. O. Address</i>
Benton.....	W. C. JOHNSON.....	Camden
Carroll.....	R. C. AUSTIN.....	Huntingdon
Chester.....	R. E. HENSON.....	Henderson
Crockett.....	R. L. CONLEY.....	Alamo
Decatur.....	C. A. PALMER.....	Decaturville
Dyer.....	HOLICE B. POWELL.....	Dyersburg
Fayette.....	J. R. MARTIN.....	Somerville
Gibson.....	C. H. COLE.....	Trenton
Hardeman.....	QUINNIE ARMOUR.....	Bolivar
Hardin.....	DEWEY WHITE.....	Savannah
Haywood.....	MARY WHITELAW.....	Brownsville
Henderson.....	IRA POWERS.....	Lexington
Henry.....	L. B. BROWNING.....	Paris
Lake.....	JACK BREWER.....	Tiptonville
Lauderdale.....	S. E. PIERCE.....	Ripley
McNairy.....	B. T. KISER.....	Selmer
Madison.....	KIT PARKER.....	Jackson
Obion.....	MILTON HAMILTON.....	Union City
Shelby.....	SUE M. POWERS.....	Memphis
Tipton.....	EUGENE YOUNGER.....	Covington
Weakley.....	J. T. MILES.....	Dresden

CITY AND COUNTY HIGH SCHOOLS**SUPERINTENDENTS AND PRINCIPALS****WEST TENNESSEE**

<i>Name of School</i>	<i>Postoffice</i>	<i>Supt. or Principal</i>
Adamsville.....	Adamsville.....	Carlie Hughes
Alamo.....	Alamo.....	T. H. Strange
Beech Bluff.....	Beech Bluff.....	K. L. Helm
Bells.....	Bells.....	B. J. Crider
Bethel Springs.....	Bethel Springs.....	O. B. Hendricks
Big Sandy.....	Big Sandy.....	Mrs. Wm. H. Moody
Blackwell, Nicholas.....	Bartlett.....	H. I. Roland
Bolton.....	Brunswick.....	Louise B. Barrett
Bradford.....	Bradford.....	B. L. Drinkard
Brighton.....	Brighton.....	J. H. Bennett
Buchanan.....	Buchanan.....	Milton Henry
Byars Hall.....	Covington.....	R. K. Castellow
Central.....	Bolivar.....	J. B. Smith
Central.....	Bruceton.....	Charles Cooper
Central.....	Camden.....	J. T. Mays
Central.....	Memphis.....	C. P. Jester
Central.....	Savannah.....	Rex Turman
Chester County.....	Henderson.....	T. H. Williams
Collierville.....	Collierville.....	C. H. Harrell
Cottage Grove.....	Cottage Grove.....	Walter N. Wilson
Covington.....	Covington.....	A. F. Bridges
Decaturville.....	Decaturville.....	A. L. Davis
Dixie.....	Union City, R. 2.....	John S. Murphy
Dresden.....	Dresden.....	M. P. Laster
Dyersburg.....	Dyersburg.....	C. M. Walker
Dyer.....	Dyer.....	M. D. Barron
Elbridge-Cloverdale.....	Elbridge.....	Milton Shelton
Fayette County.....	Somerville.....	H. G. McCorkle
Friendship.....	Friendship.....	J. F. Bailey
Gleason.....	Gleason.....	Mrs. A. D. Bobbitt
Grand Junction.....	Grand Junction.....	J. S. Smith
Greenfield.....	Greenfield.....	L. S. Miles
Grove High.....	Paris.....	J. A. Barksdale
Halls.....	Halls.....	R. G. Sanford
Hamlett-Robertson.....	Crockett Mills.....	Mrs. Wilma M. Edwards
Haywood County.....	Brownsville.....	Lloyd Wilson
Henry.....	Henry.....	W. W. Chunn

CITY AND COUNTY HIGH SCHOOLS—Continued

<i>Name of School</i>	<i>Postoffice</i>	<i>Supt. or Principal</i>
Holladay.....	Holladay.....	M. M. Pollard
Hornbeak.....	Hornbeak.....	C. D. Parr
Humboldt.....	Humboldt.....	C. E. Brock
Humes.....	Memphis.....	D. M. Hilliard
Huntingdon.....	Huntingdon.....	Vennie Nesbit
Jackson High School.....	Jackson.....	D. E. Ray
Jackson.....	Jackson.....	Supt. C. B. Ijams
Kenton.....	Kenton.....	A. V. Dowtin
Lexington.....	Lexington.....	W. L. Bobbitt
McKenzie.....	McKenzie.....	D. W. Moody
McLemoresville.....	McLemoresville.....	E. H. Harrell
Malesus.....	Malesus.....	W. C. Patterson
Martin.....	Martin.....	Roy Baker
Mason Hall.....	Kenton, R. 4.....	J. W. Roberts
Maury City.....	Maury City.....	R. E. Black
Medina.....	Medina.....	Joe Norvell
Memphis.....	Memphis.....	Supt. E. C. Ball
Mercer.....	Mercer.....	J. S. Mays
Messick.....	Memphis.....	T. H. Grinter
Michie.....	Michie.....	Luke Wood
Middleton.....	Middleton.....	D. D. Martin
Milan.....	Milan.....	W. L. Pittman
Millington.....	Millington.....	William L. Osteen
Morris Chapel.....	Morris Chapel.....	G. T. Stewart
Munford.....	Munford.....	C. T. Willis
Newbern.....	Newbern.....	C. R. Mullins
Northside.....	Jackson.....	C. J. Huckaba
Obion.....	Obion.....	John Richardson
Palmersville.....	Palmersville.....	L. B. Brown
Paris.....	Paris.....	Supt. W. O. Inman
Parsons.....	Parsons.....	A. S. Steele
Peabody.....	Trenton.....	Lyle Putnam
Pinson.....	Pinson.....	A. C. Webb
Puryear.....	Puryear.....	T. D. Pentecost
Ramer.....	Ramer.....	L. G. Vaughan
Ridgely.....	Ridgely.....	Homer Smith
Ripley.....	Ripley.....	T. O. Griffis
Rives.....	Rives.....	W. L. Algea
Rutherford.....	Rutherford.....	V. L. DeShazo
Saltillo.....	Saltillo.....	N. B. Carman
Sardis.....	Sardis.....	A. J. Steele
Scott's Hill.....	Scott's Hill.....	J. O. Conwell
Selmer.....	Selmer.....	W. G. Robinson

CITY AND COUNTY HIGH SCHOOLS—Conitnued

<i>Name of School</i>	<i>Postoffice</i>	<i>Supt. or Principal</i>
Sharon.....	Sharon.....	J. R. Fisher
Shiloh.....	Pittsburgh Landing.....	A. M. Taylor
South Fulton.....	Fulton, Ky.....	D. F. Adkisson
South Side.....	Memphis.....	H. H. Gnuse
Spring Hill.....	Trenton.....	Howard Lett
Springville.....	Henry.....	Lucille Buey
Technical High.....	Memphis.....	J. L. Highsaw
Tiptonville.....	Tiptonville.....	Lloyd Thomas
Trezevant.....	Trezevant.....	Carl J. Chaney
Trimble.....	Trimble.....	Wilton Roberts
Troy.....	Troy.....	W. B. Forrester
Union City High School.....	Union City.....	W. W. Wallace
Union City.....	Union City.....	Supt. T. D. Osment
Whitehaven.....	Whitehaven.....	F. S. Elliott
Whiteville.....	Whiteville.....	Charles Calhoun
Williams, Mabel C.....	Germantown.....	Ralph B. Hunt
Woodland.....	Woodland Mills.....	J. M. DeBow
Yorkville.....	Yorkville.....	C. M. Doran
Young, J. B.....	Bemis.....	Alton Copeland

OFFICERS OF ADMINISTRATION AND ASSISTANTS

JENNINGS B. SANDERS, A.B., A.M., Ph.D.....	President
JOHN N. OLDHAM, B.S., M.A.....	Dean
R. M. ROBISON, A.B., M.A.....	Registrar
NELLIE A. SMITH, B.S., A.M., Ph.D.....	Dean of Women
LAMAR NEWPORT, B.A., M.S.....	Bursar
UNDINE LEVY, A.B., CERTIF. L.S.....	Acting Librarian
MRS. J. C. ORMAN, B.S.....	Secretary to President
SHIRLEY FRANCE, B.S.....	Secretary to Registrar
AGNES SPECK.....	Dietitian
RAY HERZOG.....	Engineer
ELIZABETH NORMENT.....	Supt. of Laundry

FACULTY COMMITTEES, 1943-44

1. ADMINISTRATIVE—Mr. Sanders, Mr. Oldham, Mr. Robison, Miss Smith, Mr. Hayden, Mr. Locke, Miss Rawls, Mr. Evans, Mr. Mitchell.
2. ATHLETICS—Mr. Robison, Mr. Frizell, Mr. Mitchell, Mr. Oldham,
3. CURRICULUM—Mr. Oldham, Mr. Hughes, Miss Henderson, Miss Heiskell, Mr. Moose, Mr. Frizell.
4. ENTRANCE AND CREDITS—Mr. Robison, Mr. Oldham, Miss Smith, Mr. Locke.
5. LIBRARY—Mr. Evans, Mr. Steere, Mr. Moore, Mr. Brown, Miss Heiskell.
6. PUBLICATION—Mr. Newport, Mr. Robison, Miss McCormack, Mr. Oldham, Mr. Evans.
7. PUBLIC EXERCISES—Mr. Oldham, Miss McCormack, Mrs. Heathery, Mr. Austin.
8. SCHOLARSHIPS AND LOANS—Mr. Hayden, Mr. Hughes, Miss Henderson.
9. STUDENT LIFE—Miss Smith, Mr. Evans, Mr. Oldham, Mr. Hayden.

COLLEGE FACULTY

1943-44

JENNINGS B. SANDERS.....	<i>President</i>
A.B. (1923), Franklin College; A.M. (1925), University of Chicago; Ph.D. (1928), University of Chicago; teacher in high schools, three years; instructor in History, University of Chicago, 1928-30; assistant professor of history, University of Alabama, 1930-32; associate professor of history, University of Alabama, 1932-33; professor of history, and Head of Department of History, University of Tennessee, 1935-42; present position, 1943-.	
L. C. AUSTIN.....	<i>Music</i>
Mus. Grad. (1911), Valparaiso University; graduate student at Chicago Musical College, Northwestern University; B.S. (1924), M.A. (1926), George Peabody College; instructor in music, Valparaiso University, seven years; present position, 1915-.	
ETHEL G. BLACKMAN.....	<i>Physical Education</i>
B.S. (1929), M.A. (1931), George Peabody College for Teachers; instructor in physical education, high schools, five years; present position, 1929-.	
CHARLES S. BROWN.....	<i>Social Science</i>
A.B. (1931), Union University; M.A. (1940), George Peabody College for Teachers; instructor in history, Germantown High School, 1920-24; principal of Capleville High School, 1924-31; instructor in history, summer school Union University, 1933; present position, 1940-.	
ALICE M. CHAPPELL.....	<i>Home Economics</i>
B.S. (1921), University of Wisconsin; M.A. (1927), Teachers College, Columbia University; graduate student, University of Chicago; teacher public schools, eleven years; present position 1927-.	
R. P. CLARK.....	<i>Mathematics</i>
B.S. (1928), Memphis State College; M.A. (1933) Peabody College; principal junior high school, four years; teacher Grove High School, Paris, Tenn., six years; supervising teacher, Training School, 1934-1942; present position, 1942-.	
ZACH CURLIN.....	<i>Physical Education</i>
B.A. (1914), Vanderbilt University; LL.B. (1919), University of Memphis; director of physical education, high schools, eight years; director of physical education, Hendrix College, 1923-4; present position, 1924-.	
*LEO DAVIS.....	<i>Health</i>
B.S., Bethel College; graduate student, University of Tennessee; M.S. (1941), George Peabody College for Teachers; present position, 1939-.	

*On military leave of absence since April 15, 1944.

COLLEGE FACULTY—Continued

WILLIAM G. DEEN..... *Education*
 B.S. (1916), M.A. (1918), George Peabody College for Teachers; graduate student, University of Chicago; teacher and principal rural schools, ten years; instructor in history, Memphis High School, two years; principal A. B. Hill School, Memphis, 1910-18; present position, 1920-.

HAMILTON P. EASTON..... *History*
 A.B. (1932), M.A. (1933), University of Michigan; graduate study, University of Texas, 1938-41; head of history department, Lakeview High School, Battle Creek, Michigan, 1934-36; head of history department, Baldwin High School, Birmingham, Michigan, 1937-38; instructor in history, John Tarleton Agricultural College, Stephenville, Texas, 1941-43; present position, 1943-.

HENRY B. EVANS..... *English*
 B.S. (1923), M.A. (1928), Ph.D. (1938), Peabody College; high school principal, five years; dean and professor of English, Bethel College, 1928-1942; present position, 1942-.

SHIRLEY FRANCE..... *Commerce*
 B.S. (1941), Memphis State College; present position, 1941-.

CHESTER P. FREEMAN..... *Biology*
 B.S. (1921), Mississippi A. & M. College; M.A. (1923), Peabody College; M.S. (1927), University of Chicago; Ph.D. (1932), Peabody College; instructor in botany, Oklahoma A. & M. College, 1929-31; instructor in biology and agriculture, Ball State Teachers College, 1932-3; present position, 1934-.

HENRY M. FRIZELL..... *Commerce*
 A.B., Millsaps College; graduate in business administration and in higher accountancy, Eastman School of Business; graduate student, University of Chicago, three summers; M.B.A. (1941), Northwestern University; present position, 1929-.

†LUCY B. HAUSER..... *English*
 B.S. (1931), Memphis State College; B.A. (1931), Mississippi State College for Women; M.A. (1932), George Peabody College for Teachers; teacher of English and Latin in high schools, five years; instructor in Latin, Mississippi State College for Women, two years; present position, 1938-.

GROVER H. HAYDEN..... *Physical Science*
 A.B. (1908), Peabody College, University of Nashville; graduate student, University of Chicago, summers 1912, 1913; A.M. (1928), Columbia University; assistant in chemistry, University of Nashville, University of Tennessee Medical College, 1908-11; instructor in chemistry, Jackson, Tennessee, High School, 1913-17; present position, 1918-.

VELMA BROOKS HEATHERLY..... *Modern Languages*
 B.S. (1928), M.A. (1932), Peabody College; graduate study, Columbia University and The Sorbonne; supervising teacher, training school, 1932-4; present position, 1934-.

†On leave of absence fall and winter, 1943-44; resigned March 20, 1944.

COLLEGE FACULTY—Continued

MARY HEISKELL.....*Modern Languages*
A.B. (1917), University of Wisconsin; M.A. (1931), University of Chicago; graduate student, University of Southern California; Y. W. C. A. Secretary, Argentina, S. A., 1920-25; instructor, Spanish, North Central College, Naperville, Illinois, 1931-32; present position, 1932-.

BESS L. HENDERSON.....*Home Economics*
B.S. (1921), George Peabody College for Teachers; M.A. (1927), Teachers College, Columbia University; teacher in high schools, six years; graduate student, University of Chicago, summer of 1942; instructor in home economics, Louisiana State Normal College, 1923-26; present position, 1927-.

A. G. HUDSON.....*College Physician*
M.D. (1906), University of Tennessee; present position, 1942-.

OWEN R. HUGHES.....*Education*
B.A. (1912), University of Tennessee; M. A. (1920), Peabody College; graduate student, Peabody College; principal high schools, Dyersburg and Mt. Pleasant, eight years; present position, 1921-.

CHARLES D. JAMERSON.....*Physical Education*
B.A. (1922), University of Arkansas; 15 years teaching in Memphis City School System; present position 1942-.

*R. W. JOHNSON.....*Geography*
B.S. (1924), A.M. (1925), George Peabody College for Teachers; Ph.D. (1936), University of Chicago; teacher in elementary and high schools, five years; present position, 1925-.

VIRGINIA LEE JOHNSON.....*Commerce*
B.S. (1930), Memphis State College; Diploma (1931), Nelson's Business College, Memphis; Graduate Student (1936-1937) two summers, Duke University; teacher in high school, four years; teacher in vocational school, four years; present position, 1940-.

R. E. KENNEDY.....*Industrial Arts*
B.S. (1928), Memphis State College; M.A. (1935), University of Tennessee; teacher, Memphis City Schools, 1925-37; present position, 1937-.

UNDINE LEVY.....*Assistant Librarian*
B.A. (1912), Certificate in Library Science (1912), Mississippi State College for Women; graduate study, University of Illinois (1918); assistant librarian, M. S. C. W., 1912-1919; cataloguer, United States Office of Education, 1919-1922; cataloguer, Kansas City, Missouri, Public Library, 1922-1925; cataloguer, Cossitt Library, Memphis, 1925-1929; present position, 1929-.

†J. F. LOCKE.....*Mathematics*
B.S. (1927), Memphis State College; M.A. (1929), Vanderbilt University; Ph.D. (1933), University of Illinois; present position, 1932-.

*On military leave of absence.

†On military leave of absence since January 1, 1944.

COLLEGE FACULTY—Continued

MARIE McCORMACK.....	<i>Art and Penmanship</i>
Teacher elementary schools, one and one-half years; present position, 1914-.	
*WALTER L. McGOLDRICK.....	<i>English</i>
B.A. (1939), University of the South, Sewanee; M.A. (1941), George Peabody College for Teachers; present position 1941-.	
†ALMA MAYS.....	<i>English</i>
A.B. (1910), Trinity University; M.A. (1925), George Peabody College for Teachers; graduate student, University of Chicago, one year; teacher elementary and high schools, twelve years; present position, 1925-.	
ENOCH L. MITCHELL.....	<i>High School Visitor</i>
B.S. (1929), Memphis State College; M.A. (1938), George Peabody College for Teachers; graduate student, Peabody College, 1939, 1940; teacher, principal, and superintendent, twelve years; present position, 1939-.	
**EDWARD M. MOLINSKI.....	<i>Social Science</i>
B.S. (1940), M.S. (1941), University of Tennessee; instructor in social science, Stair Technical School, Knoxville, 1940-41; present position, 1941-.	
CLARENCE E. MOORE.....	<i>Biology</i>
A.B. (1922), University of Montana; Ph.D. (1928), Columbia University; principal elementary and high schools, fifteen years; assistant in botany in universities, three years; present position, 1928-.	
M. FOSTER MOOSE.....	<i>Physical Science</i>
B.S. (1927), Memphis State College; A.M. (1931), Ph.D. (1935), Columbia University; science teacher in high schools, three years; assistant in chemistry, Columbia University, 1930-35; instructor in chemistry and physics, Little Rock Junior College, 1935-41; present position 1941-.	
LAMAR NEWPORT.....	<i>Physical Science; Bursar</i>
B.A. (1932), Bethel College; M.S. (1940), University of Tennessee; Principal of High School, Martin, Tennessee, 1932-34; Head of Science Department and Head Coach, Chester County High School, 1935-40; Superintendent of Schools, Alamo, Tennessee, 1941; present position 1941-.	
LOUISE OAKLEY.....	<i>Elementary Supervisor</i>
B.A. (1936), Union University; graduate student (1937-38-39), George Peabody College; Teacher, Henderson County Schools, 1927-35; Supervisor, Henderson County Elementary Schools, 1936-42; Supervising Teacher of English, Memphis State College Training School, 1942-43; present position, 1943-.	

*On military leave of absence.

†On leave of absence, 1943-44.

**Resigned February 15, 1944.

COLLEGE FACULTY—Continued

JOHN N. OLDHAM..... *English; Dean*
B.S. (1930), Memphis State College; M.A. (1931), Vanderbilt University; graduate student and assistant in English, University of Illinois, 1931-32; graduate student, University of Illinois, 1937, University of Texas, 1938; instructor in English, 1932-39, assistant professor of English, 1939-; present position, 1940-.

R. M. ROBISON..... *History; Registrar*
A.B. (1924), Southwestern; graduate student, University of Tennessee, summer, 1927; M.A. (1931), George Peabody College; supervising teacher, Memphis State College Training School, 1925-33; principal, Training School, 1933-36; Bursar, Memphis State College, 1936-43; present position, 1943-.

NELLIE ANGEL SMITH..... *Latin; Dean of Women*
B.S. (1920), M.A. (1920), Ph.D. (1924), George Peabody College for Teachers; teacher high schools, twelve years; professor of Latin, State Normal School, Florence, Alabama, 1920-27; present position, 1927-.

L. E. SNYDER..... *Chemistry, Geography*
B.S. (1931), M.A. (1932), George Peabody College for Teachers; instructor in high schools, ten years; present position, 1933-.

H. J. STEERE..... *Education; Sociology*
Ph.D. (1907), University of Rochester; M.A. (1923), Teachers College, Columbia University; Ph.D. (1927), Cornell University; teacher, high schools, eight years; city superintendent, seven years; present position, 1927-.

*DAVID MARSHALL STEWART..... *Librarian*
A.B. (1938), Bethel College; B. S. in Library Science (1939) George Peabody College for Teachers; Tennessee State Director, WPA Library Program, 1940-42; present position 1942-.

†CALVIN M. STREET..... *Industrial Arts*
B.S. (1939), Memphis State College; graduate student University of Tennessee; teacher Hardeman County Schools three years; present position, 1939-.

*ALVIN B. TRIPP..... *College Physician*
B.S. (1930), M.D. (1932), University of Tennessee. Present position, 1938-.

*On military leave of absence.

†On military leave of absence since October 16, 1943.

TRAINING SCHOOL FACULTY

1943-44

FLORA H. RAWLS.....	<i>Principal</i>
B.A. (1925), M.A. (1930), Vanderbilt University; high school teacher, English and Latin, eight years; supervising teacher of English and Latin in the Training School, 1930-38; present position, 1938-.	
VIRGINIA A. BROWN.....	<i>Supervising Teacher, Fifth Grade</i>
B.A. (1939), Bob Jones College; Graduate student, University of Tennessee, 1940; grade teacher five years; present position, 1942-.	
MYRTLE COBB.....	<i>Supervising Teacher, Second Grade</i>
A.B. (1929), Pennsylvania College for Women; M.A. (1932), University of Pittsburgh; graduate study, University of Chicago, 1931, 1936 and Northwestern University, 1940; instructor at State Teachers College, Slippery Rock, Pennsylvania, 1935-36; instructor at University of Pittsburgh, summers 1932-34; instructor at Mount Mercy College, 1935-36; instructor at Northwestern University, 1939-40; Memphis State College, 1940-.	
OPAL COLEMAN.....	<i>Supervising Teacher, Third Grade</i>
B.S. (1925), Texas State College for Women; M.A. (1932), Peabody College; elementary teacher since 1926; present position, 1931-.	
MATTIE LOU CONNELL.....	<i>Supervising Teacher, Fourth Grade</i>
B.S. (1929), M.A. (1930), Peabody College; elementary teacher in Louisiana six years; present position, 1930-.	
MARY DUNN.....	<i>Supervising Teacher, Second Grade</i>
B.S. (1928), M.A. (1932), Peabody College; present position, 1924-.	
BESS FOUNTAIN.....	<i>Supervising Teacher, Fourth Grade</i>
B.S. (1927), Mississippi State Teachers College; M.A. (1932), George Peabody College; supervising teacher of third and fourth grades, Mississippi State Teachers College, 1928-37; present position, 1937-.	
HELEN KIRBY.....	<i>Supervising Teacher, Sixth Grade</i>
B.S. (1929), George Peabody College; teacher of sixth grade, Kingsport, Tennessee, twelve years; present position, 1943-.	
EMMA LANE LEA.....	<i>Supervising Teacher, Social Science</i>
B.S. (1932), Memphis State College; M.A. (1934), Peabody College; present position, 1934-.	

LUCILLE L. LURRY.....*Supervising Teacher, Science and Home Economics*

B.S. (1939), Memphis State College; graduate work (1941, 1942, and 1943), University of Tennessee; teacher of science and home economics, Shelby County high schools, 1939-43; present position, 1943-.

JOHN JULIA McMAHAN.....*Supervising Teacher, First Grade*

B.S. (1933), East Texas State Teachers College; M.A. (1938), George Peabody College; supervising teacher, State Teachers Colleges, Collegeboro, Georgia (1939-1941), and Dillon, Montana (1941-43); present position, 1943-.

ELIZABETH M. MATTHEWS.....*Supervising Teacher of English*

A.B. (1934), Mt. Holyoke College; Diplôme du Cours de Civilisation (1933), The Sorbonne; graduate study at Columbia University (1934-35); teacher at the Hartridge School, Plainsfield, New Jersey, five years; present position, 1943-.

IRENE MOORE.....*Supervising Teacher, Fifth and Sixth Grades*

B.S. (1929), Memphis State College; M.A. (1940), University of Texas; teacher of English in high schools eight years; present position, 1929-.

ANNIE LAURIE PEELER.....*Supervising Teacher, Sixth Grade*

B.S. (1929), M.A. (1930), George Peabody College; supervisor of elementary schools three years; present position, 1930-.

NELLE CALDWELL SHORT

Supervising Teacher of English and Mathematics

B.S. (1928), M.A. (1929), George Peabody College; supervising teacher of English, Alabama College, 1928-1930; present position, 1930-40, 1942-.

EVELYN SMILEY.....*Secretary*

B.S. (1944), Memphis State College; present position, 1943-.

LOTTYE SUITER.....*Supervising Teacher, First Grade*

B.S. (1928), M.A. (1933), George Peabody College; supervising teacher at Murray, Kentucky, State College two years; present position, 1933-.

MARY ROSS TURNER.....*Supervising Teacher of Mathematics*

A.B. (1923), University of Alabama; teacher in Memphis City Schools, 1923-28; present position, 1937-.

GENERAL INFORMATION

HISTORICAL STATEMENT

The State Normal Schools of Tennessee were established by an Act of the General Assembly of 1909. That Act is popularly known as the General Education Bill, and included appropriations for all public school agencies of the State. It provided that thirteen per cent of the State School Fund—which was thirty-three and one-third per cent of the gross revenues of the State—should be used for the establishment and maintenance of Normal Schools.

The law vested the location and control of the Normal Schools in the State Board of Education. Acting under this authority, the State Board of Education received propositions from various cities and counties in the State for the location of the Normal Schools, and finally decided upon the location of three schools for the training of white teachers, as follows: West Tennessee State Normal School at Memphis, Shelby County; Middle Tennessee State Normal School at Murfreesboro, Rutherford County; and East Tennessee State Normal School at Johnson City, Washington County; those cities and counties having made most generous appropriations in consideration of the location of the schools. Memphis and Shelby County issued bonds for the West Tennessee State Normal School to the amount of \$350,000, and donated a site of approximately fifty acres, to which was added thirty acres, the whole forming a most beautiful campus now within the corporate limits of Memphis.

The School appropriations and the accumulation from the State fund for three years were invested in a magnificent main building and dormitory, and the institution was formally opened on September 15, 1912. The West Tennessee School, like the other State institutions, which were opened the year previous, had a most gratifying attendance from the very start; and the succeeding years have been even more successful.

In 1921 the General Assembly voted \$150,000 in bonds for building purposes for each of the three Normal Schools. The proceeds of the issue for the West Tennessee State Normal School were used by the State Board of Education in erecting a splendid men's dormitory, a commodious dining hall and a power plant. Later Shelby County made an appropriation of \$50,000 to the School, which, with \$30,000 of local funds, was expended in the erection of a Training School on the campus.

The General Education Law passed in 1925 authorized the maintenance of Teachers Colleges in the three grand divisions of the State, and in accordance therewith the State Board of Education converted the Normal Schools into Teachers Colleges, requiring high school graduation for entrance and offering a four-year course of college work, leading to the degree of Bachelor of Science.

In 1927 the Legislature appropriated \$200,000 for building purposes at the West Tennessee State Teachers College. This appropriation, together with \$50,000 of local funds, was used in the erection of a library building, a gymnasium, and an addition to the girls dormitory.

In 1929 an additional State appropriation of \$225,000 was made for building purposes, which was expended in erecting a Science Hall,

in which are located the Departments of Physical Science, Biology, and Home Economics, leaving room in the main building for the enlargement of other departments.

The name of the College was changed by the Legislature from "State Teachers College" to "Memphis State College" February 15, 1941.

PURPOSE OF THE COLLEGE

The General Education Law of 1909, which created State Normal Schools, declared their purpose to be "the education and professional training of teachers for the elementary schools of the State." The Act of 1925 provided for Teachers Colleges and declared that the function of such colleges should be to prepare teachers for the public schools of the State. In accordance with these laws Memphis State College is preparing elementary and high school teachers, instructors and supervisors in special subjects, and principals and superintendents of county and city schools.

In preparation for teaching three general principles are recognized as essential: (1) thorough scholarship; (2) the study of education as a science; (3) observation and teaching under expert supervision. These principles are fundamental, and guide in all that relates to the work of the College.

As the primary purpose of the College is to prepare teachers to meet fully the demands for the more efficient and practical instruction in the public schools, the institution has equipped excellent laboratories for the study of chemistry, physics, biology and kindred subjects. It has also provided adequate equipment for the teaching of home economics and all that pertains to efficient homemaking.

In order to fulfill its function, the College offers the subjects usually included in a general liberal arts curriculum, and in addition many other subjects which are demanded by the public school system of the state. It offers many courses that are required for entering professional schools of medicine, law, engineering, and other professions. These courses are given as a part of the regular program of the College and do not involve any additional expense to the State. Many students expecting to enter these professions have the opportunity to take their pre-professional college work at Memphis State College. This work is fully recognized by the professional schools of the country.

THE COLLEGE PLANT

Location.—Memphis State College is located on a campus of eighty acres in the eastern part of the City of Memphis, on the Southern Railway, in the subdivision known as Normal. Ten buildings have been erected on the campus.

Administration Building.—The main academic building is an imposing structure, three hundred and thirty-eight feet long and about two hundred feet wide. It contains the administration and business offices, a spacious auditorium and forty large, airy, well-lighted rooms for class instruction.

Manning Hall.—The science building, erected in 1930, is named in honor of Priestly Hartwell Manning, who was the first teacher of science in Memphis State College, being a member of the first faculty, which began work in the State Normal School in 1912.

The department of chemistry occupies the entire first floor. On this floor is a large lecture room, which is used by all departments in the building. The physics and biology departments are located on the second floor, and the home economics on the third. In connection with the home economics department is a modern apartment, containing living room, dining room, bedroom, kitchen, closets and storerooms.

Mynders Hall.—The women's dormitory is a fireproof building, containing one hundred and twenty rooms. Wide verandas, hallways, parlors and reception rooms give the surroundings a home-like appearance. In each room are a lavatory with running water, electric lights, steam heat, two spacious closets, shades, table, dressers, chairs, two single beds, mattresses and springs. The building is equipped with thirty-six baths with tile floors and marble wainscoting. The building contains, in addition to the living rooms, special quarters for the matron and housekeeper. A number of rooms on the third floor are reserved for use as an infirmary.

Training School.—The Training School Building is designed to accommodate the elementary school and the junior high school. It has sixteen classrooms, an auditorium, a library and a cafeteria. The Training School has a normal enrollment of over 600, and furnishes facilities for training student teachers and opportunities for observing good teaching procedures.

Cafeteria.—This structure is capable of seating eight hundred guests. The large and well-lighted kitchen is provided with all modern conveniences, including up-to-date ranges, ovens and cold storage.

The Power Plant.—The power plant contains a battery of boilers for heating, and all the buildings on the grounds are heated from this plant.

John Willard Brister Library.—A magnificent library building was erected during the year 1927-28. The State Board of Education at its meeting in November, 1938, named the Library the John Willard Brister Library. It was dedicated with fitting ceremonies June 3, 1939.

The library contains more than 36,000 volumes. These books have been selected to meet the peculiar needs of the institution, and all of them are usable. The leading magazines and periodicals are on file for the use of students. The College has a reasonable appropriation for library purposes, and new books and periodicals are being added each year.

Gymnasium.—The gymnasium was erected in 1928. It has a basketball court 50 x 95 feet, and two cross-courts 50 x 70 feet. It also provides for indoor softball, volleyball, and shuffleboard. The second floor contains guest rooms for visiting teams. Locker and shower rooms occupy the basement floor. The main floor also has offices for the instructors in Physical Education.

When To Enter.—The college year covers four quarters of twelve weeks each and students may enter at the beginning of any quarter.

The Spring and Summer Quarters carry courses for a six weeks term as well as for the full quarter and credit is allowed accordingly.

Reservations.—It is very important that those who expect to attend the College should write to the Registrar and have a room reserved as soon as they definitely determine to attend. Arrangements will be made for all who come, but rooms will be reserved in the order in which applications are received. A deposit fee of \$3.00 is required for reservation, which will be credited on the expense for the term. Reservation fee will be refunded if notice of cancellation is received four days before the opening of the quarter for which reservation is made; it will not be refunded on later notice.

What Students Furnish.—Students expecting to live in the dormitories should bring the following articles: towels, bed linen, blankets, and a pillow. Students in the dormitories will be required to keep their own rooms in order.

Dormitories.—The College maintains two dormitories—Mynders Hall for ladies, and the Men's Dormitory. Students boarding away from home are expected to live in the dormitories. This regulation is made because the College authorities believe that students cannot otherwise enjoy all the advantages of college attendance. Young lady students away from home having immediate relatives of the family in Memphis or near the College may board with them. Other students will not be permitted to live outside of the dormitory except for satisfactory reason, upon the written request of the parent or guardian, and then only in homes approved by the College authorities.

All arrangements for board outside of the dormitory must be approved by the College, and except in homes of immediate relatives, must be made through the College.

Conduct.—It is assumed that applicants for admission to Memphis State College are ladies or gentlemen and every consideration will be shown them as such until, by their own act, they forfeit the confidence reposed in them. Rules of government and regulations in regard to general conduct are, of course, necessary. Whenever any number of people live together, each must forfeit some individual privilege for the general good. The rules and regulations are of such nature as to secure ready conformity thereto and also sympathy and co-operation on the part of students in making them effective.

Students are expected to give their College obligations first consideration, to be prompt and regular in attendance on all classes and examinations—and to observe properly the hours set apart for study by making diligent use of the same.

Hazing.—Any form of hazing is positively forbidden.

EXPENSES AND FEES

Expenses.—Day students who are residents of Tennessee pay the following fees:

Registration, each quarter.....	\$20.00
Student activity, each quarter.....	4.00
Laboratory fees as shown below	

Tennessee students who live in the dormitories pay the following fees:

Registration, each quarter.....	\$20.00
Student activity, each quarter.....	4.00
Double room, each person each quarter.....	12.00
Single room, each quarter.....	24.00
Board, cafeteria plan, approximately.....	45.00

Tuition.—Students, who are residents of Tennessee, pay no tuition. Non-residents pay tuition of \$60.00 per quarter, or \$30.00 for a term of six weeks.

The term "residents," is construed to mean persons who have resided in Tennessee for at least a year previous to application for entrance, or whose parents or legal guardians are residing in Tennessee at the time of application for entrance; or, in the case of persons twenty-one years of age and over, those who definitely declare that they are residents of Tennessee and that they intend to continue in residence for an indefinite period.

Laboratory Fees.—The following fees are charged the students pursuing courses in the several departments:

Art 100, 101, 102, 200, 201, 202, 300, 302, each course.....	\$ 0.50
Art 301.....	4.00
Biology 100, 202, 203, 340, each course.....	1.00
Biology 103, 105, 106, 130, 200, 201, 211, 300, 302, 330, 331, 332, 350, 351, 352, 403, each course.....	2.00
Biology 121, 122, each course.....	3.00
Commerce: typewriting, each course.....	1.00
Chemistry, each course.....	3.00
Education 206, 303, 306, each course.....	0.50
Geography 110, 111, each course.....	0.50
Health 100.....	1.00
Home Economics 111, 112, 113, 171, 181, 241, 291, 311, 312, 313, 421, 471, 472, 481, 482, 483, each course.....	0.50
Home Economics 242, 243, 251, 341, 342, 343, each course	2.50
Industrial Arts, each course.....	1.00
Music 180, 181, 182, 330, 331, 332, each course, 75c to.....	1.50
Music 220, 221, 222, 350, 351, 352, each course.....	0.75
Physics, each course.....	2.00
Physical Education 209, 210, 211, each course.....	0.25
Physical Education 109, 110, 111, 300, 302, 305, each course	0.50

Special Registration Fee.—Special students who are permitted to take a class load of six hours or less pay a registration fee of \$10.00 instead of the regular registration fee of \$20.00, and are not required to pay the student activity fee.

Late Registration Fee.—Registration should be completed on the first day of each quarter, except in the fall and summer quarters, when two days are allowed for registration. Registration is not complete until all fees for the quarter have been paid. For registration after the day or days announced in the catalogue, an extra fee of \$1.00 is charged.

Auditor's Fee.—Persons not matriculated as students, or students taking less than a full load may, with the permission of the Dean and the consent of the instructor in charge of the course, arrange to audit certain courses. The fee for auditing a three-hour course is \$5.00.

Fee for Changing Course.—For change of course after the second meeting of either class involved, a charge of \$1.00 is made.

Transcript Fee.—One copy of a student's record is furnished free. For each additional transcript, a fee of \$1.00 is charged.

Diploma Fee.—Degree candidates pay a fee of \$10.00, which includes the fee for the diploma and the rental of cap and gown. This fee is payable thirty days before the June convocation.

Laboratory Deposits.—Students in chemistry and physics are required to make a deposit of \$2.50, and in biology of \$1.00, to cover loss by breakage. Any unused balance is refunded at the close of the quarter.

Dormitory Breakage Deposit.—The College holds students responsible for damage to, or breakage or loss of, college property. A breakage fee of \$3.00 is collected at the time of registration from all students living in the dormitories. All, or any unused balance, is refunded when the student leaves the College.

Key Deposit.—A key deposit of \$1.00 is required of each student living in either dormitory. Seventy-five cents is refunded when the key is returned.

Payment and Refund of Fees and Rentals

All fees and rentals are payable quarterly in advance.

The registration fee of \$20.00 is charged all students whether the period of attendance be for six or twelve weeks. No part of this fee is refunded.

The diploma fee is not refunded.

Laboratory fees are refunded if a student is compelled to withdraw from the College, or from a course, within the first two weeks of a quarter, provided written application for such refund be made at the time of withdrawal.

Rooms are rented by the quarter in advance. No reduction is made for late registration or for an absence of less than two weeks.

Board is served on the cafeteria plan. All students living in the dormitories are required to purchase a minimum of four meal books during the quarter.

No refunds are made except as specified above.

No student may enroll, graduate, or receive a transcript of his record until all accounts are settled. The term "transcript" includes application for the issuance or renewal of teaching certificates; the term "accounts" includes library fees, books or equipment not returned, and any other indebtedness to the College.

ENTRANCE AND CREDITS

SCHOLASTIC YEAR

The scholastic year of Memphis State College covers a period of forty-eight weeks divided into four quarters of twelve weeks each.

GENERAL TERMS OF ADMISSION

Statutory Provisions.—Under the provisions of the law establishing Memphis State College, all white males or females resident in the State of Tennessee not under sixteen years of age are eligible for admission without tuition.

Health.—No applicant will be admitted who cannot furnish evidence of being physically sound and free from contagious or infectious diseases and from chronic defects that would prevent satisfactory work as a student or militate against success as a teacher. Each entering student must be examined by the College physician.

Character.—Every applicant for admission must present a certificate of good moral character signed by a responsible person. The State is under obligation for the professional training of no person who is not qualified to exert a wholesome spiritual influence upon the lives of children.

ENTRANCE REQUIREMENTS

Freshmen are admitted by one of the following methods:

1. By certificate of graduation from an accredited high school, showing the completion of a four year course of not less than fifteen approved units.

2. By certificate and examination. Graduates from approved but not fully accredited schools doing four years of high school work may be admitted on certificate from their principal, after they have passed college entrance examination on four units of high school work taken in their senior year.

3. Teachers and prospective teachers, twenty-one years of age and over, who have not completed four years of high school work, may be admitted as special students and allowed to take such courses as they are prepared for, provided that such special students must satisfy all entrance requirements to qualify for a certificate or degree, and these entrance requirements must be satisfied during the first year of attendance.

ENTRANCE CREDITS

Beginning students should present their high school record for entrance credits on or before the date of registration. Students failing to file entrance credits before their entrance will not be allowed to complete registration until this has been done. Students asking for advanced standing should have a transcript of their college record sent direct to the Registrar. College credits will be withheld until entrance credits are satisfied. All transcripts become the property of the College and will not be returned.

ADVANCED STANDING

Advanced standing will be granted to students who have completed in approved institutions courses equivalent to those counted by Memphis State College for credit towards its degree. Students asking for

advanced standing may save themselves inconvenience or loss by presenting transcripts for evaluation before entrance. To be accepted for advanced standing at Memphis State College, a student must have a statement of honorable dismissal from the last institution attended.

Transfer students whose transcripts show credits with the lowest possible passing grade are subject to the following policy: Credits earned with the lowest passing grade are not accepted until the student has demonstrated his ability in the subject in question; or, if the student has a number of such grades, acceptance of his whole record is postponed until his general ability has been demonstrated by two or more quarters with an average grade of "C" or better.

Students requesting advanced standing on the basis of work done at unaccredited institutions are required to validate such work by examination. Application for advanced standing by examination must be made during the first quarter of attendance, and requirements for such credit must be met during the first year of attendance. Credit by examination is counted only towards graduation and is not to be transferred in less amount.

GRADING SYSTEM

The quality of work of each student is determined by the instructors at the end of each quarter. The grades are indicated by letters interpreted as follows: A, excellent; B, good; C, average; D, inferior; F, failure; I, incomplete.

The grades "A," "B," "C," "D," and "F," when once reported, can be changed only by the instructor who reported them, and then only after the faculty has voted approval of the change.

The grade "I" indicates that a student has not completed the work of the course, on account of illness, or for some other unavoidable cause. This grade may be changed by the instructor and credit allowed when the requirements of the course have been met, provided the work has been completed within the first four weeks of the next quarter the student is in residence; and provided further that the deficiency must be made up within one calendar year from the date the grade of "I" was given, even if the student has not re-entered this college. If the student fails to complete the work of the course within the specified time, the instructor will report a grade of "F" to the Registrar.

CLASSIFICATION OF STUDENTS

Students having fewer than 45 quarter hours of credit and 45 quality credits are classified as freshmen; students having 45-89 quarter hours of credit and 45-89 quality credits are classified as sophomores; students having 90-134 quarter hours of credit and 90-134 quality credits are classified as juniors; students having 135 or more quarter hours of credit and 135 or more quality credits are classified as seniors. All students are assigned to one of the four regular classes, except those granted permission to enter as special students as specified above under "Entrance Requirements."

THE UNIT OF CREDIT

A quarter hour requires one recitation period per week for one quarter of twelve weeks. It demands in addition to one hour of recitation at least two hours of preparation. In laboratory courses, two hours per week of classroom work and at least one hour of preparation are required for one quarter hour credit.

The minimum number of hours for a regular student is twelve; the maximum, seventeen, including physical education, except as follows: students making a point average of less than one may register for a maximum of fourteen hours; those making between one and two points may take seventeen; those making two points or more may take eighteen. Any deviation from the proper load as defined here must be approved by the Dean and the Entrance and Credits Committee. One point means an average grade of "C"; two points, an average grade of "B"; three points, an average grade of "A."

In no case is credit allowed in any course for which the student is not fully registered; and all courses for which the student is registered are recorded as passed, failed or dropped.

Withdrawal from a course without permission incurs a mark of "F" on the course.

Absence from final examination without excuse incurs a mark of "F."

Absences are counted from the first scheduled meeting of the class. Absences may be excused only by the instructor.

Withdrawal from college should be reported to the Dean's office promptly.

Only those students who enter the first week of a quarter are allowed to make full credit; late entrants are required to limit their loads to sixteen hours or less.

SCHOLASTIC STANDARDS

Students are expected to maintain a reasonable standard of scholarship. Any student beyond the first quarter of his freshman year whose quality credits fall below half the number of quarter hours for which he is registered is placed on probation for the next quarter enrolled. If the student fails to maintain this minimum standard during the probationary period, he is requested not to present himself for registration again. Regular students registered for 12 hours or more are expected to pass at least 9 hours, subject to the same probationary arrangement as that indicated above.

DEGREE REQUIREMENTS

Students who have successfully followed Curriculum A, Curriculum B, or Curriculum D may, upon proper application, be admitted to candidacy for the Bachelor of Science degree, the requirements for which are as follows:

1. The satisfactory completion of 198 quarter hours, at least seventy-two of which must be taken in courses numbered 300 and above. Students who were registered in this college before 1930 will be allowed to graduate with 192 quarter hours, not counting 6 quarters of required physical exercise.

2. Physical education five days a week each quarter the student is registered, until a total of six quarters has been taken. (This requirement may be waived wholly or in part on the recommendation of the College Physician.)

3. Residence as a regular student for not less than three quarters during the junior and senior years of the college course, provided that the last quarter shall be in residence.

4. Satisfactory completion of nine quarter hours in English Composition and nine in English and American Literature credited in the freshman and sophomore years; nine hours in American History and Government; twenty-seven hours in the department of education; one major subject with at least thirty-six quarter hours; one minor with at

least twenty-seven quarter hours, and a second minor with at least eighteen quarter hours. A student may not count education as a major or minor.

5. The attainment of a minimum of 198 quality credits as described below: that is, a "C" average on all earned credits.

6. The candidate must complete in his major subject as many quality credits as earned credits.

For each quarter hour of work upon which a grade of "A" is given, three quality credits shall be allowed; for each "B," two quality credits for each quarter hour; and for each "C," one quality credit for each quarter hour.

In evaluating college work accepted from other institutions using marks similar to those employed here ("A," "B," "C," "D," and "F," with "C" as the middle 50 per cent, and "F" as failure), the same values as to quality credits shall be assigned as provided above.

Note. Not more than one-fourth of the credit required for a degree shall be from the Department of Education.

Application for degree should be filed in the dean's office at the beginning of the senior year in order that a statement of the unfulfilled requirements may be given the student for his guidance. Diploma lists are closed by March 25. The Dean can accept responsibility for including only those people who have, on or before April 1, made application on proper forms furnished in his office.

HONOR ROLL

The honor roll for each quarter is composed of students who have attained a degree of excellence higher than is indicated by the minimum passing grade.

For the selection of honor students, the faculty has adopted the following regulations:

1. Only those students who matriculate for at least 12 hours credit, complete all courses, make some honor points and are otherwise in good standing, are eligible for the honor roll. Students on probation, and others whose loads are limited because of scholastic deficiency are not eligible.

2. From the list of eligibles the highest ten per cent are selected on the basis of honor points earned.

3. For a grade of B, 5 honor points for each credit hour are allowed: for a grade of A, 10 points.

CREDIT BY CORRESPONDENCE OR EXTENSION

When credit earned by correspondence or extension is presented by a student from an institution which is a member of the Teachers College Extension Association, the University Extension Association, or a regional accrediting association, such credit may be accepted toward the completion of a four-year senior college curriculum, provided that not more than 18 quarter hours of such credit shall be allowed.

No extension or correspondence credit made by a student while in residence at the College will be counted unless special permission is secured from the Credits Committee at time of registration.

LOAN FUNDS

1. The College Loan Fund. The College has a revolving loan fund from which it makes loans in varying amounts to eligible students.

2. The Aull Loan Fund. A fund of \$250.00, contributed by Mrs.

Genevieve Aull, is to be used for loans to members of the senior class who have demonstrated their scholastic eligibility by one or more years of satisfactory work in residence at the College.

3. The United States Daughters of 1812 Loan Fund. This is a fund of \$625.00, donated by the Old Hickory Chapter, U. S. D. of 1812, Memphis, consists of three awards, as follows: (1) the Mary Robinson Day Memorial Scholarship of \$250.00; (2) the Martha Moore Allen Scholarship of \$250.00; and (3) the Willis Hitzing Scholarship of \$125.00. All three of these awards are loan funds, and may be awarded to a man or woman on recommendation of the Faculty.

4. The Shelby County Parent-Teacher Association Loan Fund. This is a fund of \$672.00, available in varying amounts to eligible students who apply to the College Loan Fund Committee.

5. The American Association of University Women Loan Fund. This is a fund of \$200.00, administered by the Memphis Branch of the A. A. U. W., is available to women students recommended by the College.

6. The John W. Brister Loan Fund. On the occasion of the Twenty-First Birthday Celebration of the College, the members of the Faculty presented a fund of \$250.00 to be named in honor of President John Willard Brister.

7. The Class of 1933 Loan Fund. This fund of \$102.90 was donated by the Class of 1933 as a class memorial.

8. The Quota Club Loan Fund. This is a fund administered by the Quota Club of Memphis. Women students of junior or senior rank are eligible to receive loans from this fund. Application may be made to Mrs. Ellen Davies Rodgers, Chairman of the Education Committee of the Memphis Quota Club.

9. The Zonta Club Loan Fund. The Zonta Club of Memphis has established a loan fund of \$150.00, to be increased from year to year. Eligible junior and senior women may apply to the Dean of Women, who will submit their names to a committee of the Zonta Club for selection and approval.

10. The Ernest C. Ball Loan Fund. This fund of \$400.00 is available for loans to eligible students.

11. The Marion Circle Loan Fund. This fund of \$250.00 is available for loans to eligible students.

Except as otherwise specified, applications for loans from any of the funds listed above should be made to Professor G. H. Hayden, Chairman of the Scholarships and Loans Committee.

SCHOLARSHIPS

1. The P. H. Manning Scholarship Fund. The late Professor P. H. Manning, who was connected with the College for a number of years from its beginning, left the bulk of his estate to be used by the State Board of Education to provide scholarships for young men students meeting certain conditions set forth in his will. These scholarships of \$100.00 each are given to young men from the counties of Gibson, Henderson, Carroll, and Decatur. Application should be made to Professor G. H. Hayden, Chairman of the Scholarships and Loans Committee.

2. The American Association of University Women Scholarship. Beginning in 1935-36, the Memphis Branch of the A. A. U. W. has awarded a scholarship of \$50.00 each year to a junior or senior woman. In making the award the following points are considered: (1) the

college scholarship record of the applicant for the quarter preceding January 1, (2) the need for financial assistance, (3) intention to graduate from the College, and (4) general acceptability. Applications for this scholarship are to be made by January 1 of each year to the A. A. U. W. Scholarship Committee, through the Dean of Women.

WOMEN'S ASSOCIATION AWARD

The Women's Association of the College offers an award annually to the woman member of the Senior Class who, having done all her work at this institution, shows the highest scholastic attainment.

STUDENT ACTIVITIES

Student Organizations.—The College has a number of student organizations managed by the students with faculty advisers. These organizations give the student an excellent opportunity to develop initiative and qualities of leadership. There are four literary and social clubs which were organized during the first year of the institution: the Seymour A. Mynders Club and Phi Lambda Delta for men, the Sigma Alpha Mu and Kappa Lambda Sigma for women. Other clubs of the same character which were organized later are Xi Beta Nu (1929) and Gamma Tau Alpha (1931) for women, and Phi Delta Sigma (1929) for men.

The Young Men's Christian Association and the Young Women's Christian Association contribute effectively to the moral and religious life of the student body.

Many departmental clubs have been organized for studies and exercises peculiar to the departments.

The young women living in Mynders Hall have an organization composed of all resident students known as the Women's Self Government Association.

The All-Students Club Council is the official representative body of student organizations. Its purpose is to co-ordinate and integrate the activities and relations of the organizations in the College for the best interests of all. While disciplinary matters are in the hands of the College administration, the All-Students Club Council helps to shape public opinion, co-operate actively with the administration, and act as a clearing house between the students and the faculty.

The organizations which are now recognized and are eligible for membership in the All-Students Club Council are: the seven literary and social clubs named above, and the Pan-Hellenic Council which they constitute; the Arabesque Club; the Arts Club; the Baptist Students' Club; the *De Soto* Staff; the Episcopal Students' Club; the Freshman Class; the Independents' Club; Ioka Wikewam; the Junior Class; the Latin Club; los Picosos Espanoles; the Methodist Students' Club; the Newman Club; the Presbyterian Club; Phi Beta Chi; the Sock and Buskin Club; the Senior Class; the Sophomore Class; the *Tiger Rag* Staff; the Woman's Student Council; the Young Men's Christian Association, and the Young Women's Christian Association.

Student Publications.—*The Tiger Rag*, student newspaper, provides timely news of college organizations and activities. It is an organ for the expression of student thought, and it works to create a wholesome school spirit and to support the best traditions of the College. For interested students it provides training in useful and purposeful writing.

The De Soto, College annual, is designed to record campus activities in an attractive and permanent form and keep alive the memories of college life.

Athletics.—It is the aim of the Department of Physical Education not only to teach the significance of play in the life of boys and girls and to inculcate school spirit, co-operation, and high ideals of sportsmanship in the entire student body, but to provide prospective teachers with the proper professional training for the teaching of physical education and the coaching of athletics in the public schools.

Women students have regular classes in physical training, special classes in playground methods and the coaching of the principal games, as well as intramural contests in basketball, volleyball, tennis and other sports.

Men students have regular work in the gymnasium, special classes in athletic coaching, and an opportunity to represent the College in inter-scholastic contests in football, basketball, golf, and tennis.

The College is a member of the Southern Intercollegiate Athletic Association and is governed by its regulations.

Alumni Association.—The graduates and former students of the College are organized into an association for mutual help and pleasure. The Association meets annually during the spring quarter for the transaction of business and for the annual banquet honoring the graduating class.

MISCELLANEOUS INFORMATION

Post Office.—Memphis State College is located in the eastern part of the city of Memphis. Students living in the dormitory should have their mail addressed c/o Memphis State College, Memphis 11, Tennessee. Each dormitory student is expected to rent a mailbox to facilitate the handling of his mail.

Railway and Baggage.—For a number of years the Southern Railroad maintained a station called Normal located adjacent to the school grounds. It is now maintained only as a flag stop. Students coming to Memphis State College via the Southern Railroad may get off at Normal, but trunks which they have checked will be carried to the Union Station. Arrangements may be made with the college authorities for delivery of trunks to the College.

Special Advantages.—In addition to the usual school advantages, the College offers its students many opportunities that are considered especially valuable.

All of the large libraries in the City of Memphis furnish free use of their books and buildings to the students of the College.

The students of this institution are given free admission to the lecture course of Goodwyn Institute, probably the most extensive and celebrated course of its kind in the United States. Students have the opportunity of attending the performances of professional stage plays, grand and light operas, symphony orchestras, and of other musical and theatrical artists.

Leading business and manufacturing enterprises of the city offer free inspection and study of their business methods and plants to classes of the college students accompanied by their instructors.

Co-operation.—Memphis State College regards itself as an integral part of the public school system of Tennessee and recognizes the need of the closest co-operation with the county and city school authorities. Accordingly, it constantly endeavors to serve faithfully all public school interests, especially by the preparation of better teachers for the schools. In this work it has uniformly received the hearty support of public school authorities.

Superintendents' Conference.—Annually the County and City Superintendents of West Tennessee hold a conference during the Summer Quarter of Memphis State College. The State Commissioner of Education and other representatives of the State Department attend and participate in these annual conferences. All County and City Superintendents of West Tennessee are cordially invited and urged to attend.

School Positions.—Memphis State College is not a teachers' agency and it can not guarantee positions to its graduates. It endeavors, however, to place students with satisfactory records in good school positions and it invites county and city school authorities to make use of its placement service in securing desirable teachers.

TEACHERS' CERTIFICATES

Under the law no person is allowed to teach in Tennessee who does not hold a certificate issued by the State Department of Education. Certificates are issued as follows:

The State Board of Education acting under authority granted it by Section 2355, Paragraph 4, 1932, Code of Tennessee, has prescribed that the minimum **Two Year Elementary Curriculum** must include not less than six quarters of residence (seventy-two weeks) and ninety quarter hours of credit, eighteen of which must be in Education. At its meeting May 6, 1938, the State Board of Education approved a two-year curriculum defining the subjects which must be taken. Students desiring the **Permanent Professional Certificate** to teach in the elementary schools of Tennessee should follow in detail **Curriculum C** as published in this catalogue. Persons who first entered college *before* September, 1938, are not required to follow this curriculum in detail; they should consult the Dean or Registrar for guidance.

A **Permanent Professional High School Certificate** may be issued to a person who (1) has graduated from a four-year college or university approved by the State Commissioner and State Board of Education; (2) has completed at least 27 quarter hours in education as prescribed by the State Commissioner and the State Board of Education; (3) has completed such additional credits in certain subjects as the State Board and State Commissioner of Education may prescribe. Students desiring the high school certificate should follow in detail the requirements in education as listed in **Curriculum B** in this catalogue. Those who first entered college *before* September, 1939 should consult the Dean or Registrar for guidance in meeting education requirements. State requirements in each high-school subject may be learned through consultation with the Dean, the Registrar, or the heads of the departments concerned.

A **Permanent Professional Certificate for County Superintendent** may be issued to a person who has (1) graduated from a college approved by the State Board of Education; (2) completed 27 quarter hours in education as prescribed by the State Board of Education; (3) had 24 months experience as teacher or supervisor; (4) who is not less than twenty-four years of age.

A **Permanent Professional Supervisor's Certificate** shall be issued to the applicant who (1) is a graduate of a college approved by the State Commissioner and State Board of Education; (2) has completed at least 27 quarter hours in education including general and special methods, school supervision and administration; (3) has had at least twenty-four months experience in actual school work; (4) is not less than twenty-four years of age.

CURRICULA AND COURSES OFFERED

1. **Curriculum A—Four Years, leading to B.S. degree.**—Three quarters each year, designed to train teachers, principals and supervisors of elementary and consolidated schools. Special courses are offered in this curriculum for primary and intermediate grade teachers.

2. **Curriculum B—Four Years leading to B. S. degree.**—Three quarters each year, designed to train teachers for high school grades. The four-year curriculum includes certain constants and permits of sufficient election to assure two or more majors and minors. In arranging majors and minors, the prospective teacher should have in mind the usual combinations of subjects in the high schools of Tennessee.

Students completing a four-year curriculum will be granted the degree of Bachelor of Science which will entitle them to certificates to teach in the fields indicated or to qualify for the position of County Supervisor or Superintendent, provided certain special requirements as to age and experience are met.

3. **Curriculum C—Two Years.**—Designed to train teachers for elementary schools. Students completing this curriculum will be entitled to a permanent professional certificate to teach in the elementary schools of the State. They may enter the junior year of Curriculum A.

4. **Curriculum D—Three Years, leading to the B.S. degree.**—Designed to train teachers, supervisors, and administrators for schools of nursing. Open to registered nurses who are graduates of approved schools of nursing. The choice of the major and minor fields, and of Nursing Education courses, is subject to the approval of the adviser in Nursing Education.

Forty-eight to fifty-one quarter hours of credit constitute a year's work. Students in general are expected to take the courses corresponding to their respective years (freshman, sophomore, junior, or senior.) They cannot take more than twelve hours in the courses of the years above or below. Students with as few as ninety-six quarter hours of credit may not elect courses numbered above 399. They may not elect courses above or below the adjacent year without special permission from the dean and the instructor. In the tabulated curricula certain electives are allowed. Electives are to be chosen by subjects, and sequential courses must be continued at least through the year if the curriculum permits.

MAJORS AND MINORS

In both Curricula A and B leading to the B.S. degree, one major subject carrying at least 36 quarter hours of credit, one minor with at least 27 quarter hours, and a second minor of 18 quarter hours, are required.

A major consists of 36 quarter hours in any one subject in which the College offers courses covering four years, provided that at least six quarter hours shall be in courses of each of the four college years; or 36 quarter hours from one of the following groups, at least 27 quarter hours in one subject of the group, and 9 hours from another subject of the same group:

Group 1—Biology, chemistry, physics.

Group 2—Economics, geography, history, sociology, political science.

Group 3—Chemistry, home economics.

Group 4—French, Latin, Spanish.

Group 5—Drawing, music, physical education. (For Curriculum A only.)

Group 6—Commerce, economics.

CURRICULUM A

FOUR-YEAR CURRICULUM FOR ELEMENTARY TEACHERS,
LEADING TO THE BACHELOR OF SCIENCE DEGREE.

Freshman Year

		Credit	
Art 100-1-2	2	2	2
Biology 103 or 100	4 or 3	-	-
Biology 105-6	-	4	4
English 111-12-13	3	3	3
Geography 110-11-12	3	3	3
Health 102, 251, 103	3	3	3
Phy. Ed. 100-1-2	2	2	2
Phy. Ed. 104	1	1	1

Sophomore Year

	Credit	
Education 200, 206, 208	3	3
Major*	3	3
English 211-12-13	3	3
History 200-1-2	3	3
Music 115-116-203	2	2
Art 203	-	-
Phy. Ed. 104	1	1
Free electives	2	2

Junior Year

	Credit	
Education 220*	3	-
Education 221-2-3-4-5* (any two)	-	3
Major*	3	3
First Minor	3	3
Second Minor	3	3
Group elective	3	3
Free electives	3	2
English 220		

Senior Year

	Credit	
Education 403-4	3	3
Education elective	-	3
Major	3	3
First Minor	3	3
Group elective	3-4	3-4
Free electives	4-3	4-3

* Students wishing to receive the Tennessee Permanent Professional Certificate for Elementary Schools should follow Curriculum C for the first two years; they may then transfer to Curriculum A to complete degree requirements.

1. If a subject required in the first two years is selected as the major, a group elective should be chosen for the place shown for "Major" in the sophomore year. A group elective is a three-quarter sequence of courses in one subject. The sequence must be completed, and is not to be treated as a free elective.
2. If the major or minor courses carry four hours credit, instead of three as shown, the amount of elective credit is to be reduced accordingly.

CURRICULUM B

FOUR-YEAR CURRICULUM FOR HIGH SCHOOL TEACHERS,
LEADING TO THE BACHELOR OF SCIENCE DEGREE

<i>Freshman Year</i>		<i>Credit</i>
English 111-12-13	3	3
History 101-2-3 or		
Biology 103-5-6 or		
Chemistry 100-1-2 or		
Physics 200-1-2	3-4	3-4
Major	4-3	4-3
Phy. Ed. 104	1	1
Group elective	3	3
Free electives	3	3

<i>Sophomore Year</i>		<i>Credit</i>
English 211-12-13	3	3
Education 200, 205, 211	3	3
History 200-1-2	3	3
Major	3	3
Phy. Ed. 104	1	1
Group elective	3	3
Free electives	1	1

<i>Junior Year</i>		<i>Credit</i>
Major	3	3
First Minor	3	3
Education*	3	3
Group elective	3	3
Free electives	4	4

<i>Senior Year</i>		<i>Credit</i>
Major	3	3
First Minor	3	3
Education 406-7	3	3
Education*	—	—
Group elective	3	3
Free electives	4	4

1. If English is chosen as the major, an additional group elective should be chosen to run through the freshman and sophomore years.
2. If history or science is chosen as the major, an additional group elective must be chosen for the freshman or the sophomore year. (See Curriculum A for definition of group elective.)

* Education 400, Materials and Methods, is required; it may be taken in the junior year, and should precede Student Teaching. The remaining nine hours in Education marked (*) must include any three of the following courses: 300, 302, 307, 309, 311, 312.

CURRICULUM C**TWO-YEAR CURRICULUM FOR ELEMENTARY TEACHERS,**

(Students desiring the Tennessee Permanent Professional Certificate based on two years of college work should follow this curriculum.)

Freshman Year

		Credit		
Art 100-1-2	2	2	2	
Biology 100 or 103	3-4	-	-	
Biology 105-6	-	4	4	
English 111-12-13	3	3	3	
Health 102, 251, 103	3	4	3	
Phy. Ed. 100-1-2	2	2	2	
Geography 110-11-12	3	3	3	

Sophomore Year

		Credit		
Education 200, 206, 208	3	3	3	
Education 220	3	-	-	
Education 221-2-3-4-5 (any two)	-	3	3	
English 211 or 212	-	3	-	
English 220, 213	3	-	3	
History 200-1-2	3	3	3	
Music 115, 116, 203	2	2	2	
Art 203	-	-	3	
Arithmetic for Teachers	-	3	-	
Free electives	3	-	-	

A student who has completed Curriculum C may enter the junior year of either Curriculum A or Curriculum B. One entering B will need to use some of his electives to satisfy sophomore requirements not included in C.

CURRICULUM D

THREE-YEAR CURRICULUM FOR TEACHERS, SUPERVISORS, AND ADMINISTRATORS OF SCHOOLS OF NURSING, LEADING TO THE BACHELOR OF SCIENCE DEGREE

1. Requirements for Admittance to Curriculum D.
 - a. Graduation from an approved high school, followed by graduation from a school or nursing approved by proper accrediting authority.
 - b. Registration as a graduate nurse in one or more states.
 - c. Evidence of ability and aptitude for educational work, as required by the College's adviser in Nursing Education.
2. Advanced standing credit, Curriculum D.
 - a. The College will allow 45 to 54 quarter hours for the standard three-year program of basic nursing training.
 - b. Any additional allowance for work taken in a collegiate school of nursing is subject to the evaluation of the adviser in Nursing Education and the Registrar of the College.
 - c. Advanced standing credit for additional work taken at an accredited college is subject to the compatibility of such credits with the requirements of this curriculum and with the student's program of studies.

Sophomore Year

	Credit	3	3
English 111-12-13*	3	3	3
Education†	3	3	3
Major	3-4	3-4	3-4
First Minor	4-3	4-3	4-3
Second Minor	3	3	3
Phy. Ed. 104	1	1	1

Junior Year

	Credit	3	3
English 211-12-13	3	3	3
History 200-1-2	3	3	3
Education†	3	3	3
Major	3-4	3-4	3-4
First Minor	4-3	4-3	4-3
Phy. Ed. 104	1	1	1

Senior Year

	Credit	3	-
Education 406-7	3	3	-
Education†	-	-	3
Major	3-4	3-4	3-4
First Minor	4-3	4-3	4-3
Group elective	3	3	3
Free electives	4	4	4

* Freshman English may be waived on recommendation of the English Department.

† The student should ask the adviser in Nursing Education to specify the Education courses needed in her program of studies.

1. The choice of major and minors should be approved at the time of entrance; and the adviser in Nursing Education should file a copy of the entire proposed program of studies in the Dean's office at the beginning of student's junior year.

DEPARTMENTS OF INSTRUCTION

Courses numbered from 100 to 199 are of freshman rank; 200 to 299, sophomore rank; 300 to 399, junior rank; 400 to 499, senior rank. Figures in parentheses following the title of a course indicate the number of quarter hours of credit.

No freshman or sophomore course will be offered for fewer than ten students. No junior or senior class will be offered for fewer than five students.

THE ARTS

Mr. Kennedy, Mr. Austin, Mr. Street*, Miss McCormack

Art and Penmanship Miss McCormack

Art 100—Art Education in the Primary Grades. (2).

Purpose—A course designed for teacher training in the theories and practice of art education in the primary grades through participation in problems based on children's interests and activities. Manuscript writing is included in this course.

Art 101—Art Education in the Elementary Grades. (2).

A continuation of 100 with a more comprehensive study of the principles and developments of the different phases of art taught in the elementary grades.

Art 102—Art Education for Intermediate Grades and Junior High School. (2).

Problems providing opportunity to develop skill in representation through the use of pencil, tempora, block printing, and lettering.

Art 200—Representative Drawing, Design. (2).

This course is particularly designed to give practice in creative art expression. Problems in drawing, color, design, and applied art will be studied.

Art 201—Poster Design. (2).

This course is designed to lead the student to a knowledge of advertising through experience in the use of design, principles of color, and lettering. The place of the poster in the school curriculum is emphasized.

Art 202—Drawing and Composition. (2).

This course deals with the analysis and construction of form, emphasizing perspective, composition, and technique. Media are pencil, pen and ink, charcoal, and watercolor.

Art 203—Elementary Art Appreciation. (3).

Art 300—Art Appreciation. (3).

This course offers an opportunity for appreciative study with special reference to creative periods and their relation to the development of man; to recognize the value of art as an educational, cultural, and social force to the extent that it expresses thought of the people of any age.

*On leave.

Art 301—Arts and Crafts. (3).

Processes and problems in applied design. Topics—Textile decoration in batik, stencil and block printing, wood carving, weaving, and other craft problems suitable to school and club work.

Art 302—Advanced Drawing and Painting. (3).

Work is done in various selected mediums from original still life arrangements of flowers emphasizing value, texture, and tone.

Penmanship 100—Teaching of Penmanship. (1).

The purpose of this course is to teach the principles of an easy and legible business style of writing. The main purpose of the course is pedagogical.

Penmanship 101—Teaching of Penmanship. (1).

This is a continuation of Penmanship 100.

Industrial Arts**Mr. Kennedy, Mr. Street****100, 101, 102—Bench Woodwork. (3, each quarter).**

Fundamentals of hand woodworking, care and use of bench tools and simple finishing. Special emphasis is placed on types of work carried on in the school work shop.

110, 111, 112—Mechanical Drawing. (3, each quarter).

A general course covering the fundamentals of mechanical drawing, including lettering, orthographic projections, working drawings, isometric drawings, cabinet drawings and content.

120—Blue Print Reading and Sketching (3).

A course designed to provide training in sketching and the ability to interpret drawings. It has been planned to cover the principles of engineering drawing as an introduction to the study of typical blue prints common to branches of industrial production and building construction.

200—General Shop, Sheet Metal. (3). 201—General Shop, Wrought Iron.**(3). 202—General Shop, Elementary Electricity. (3).**

Continuation of courses in bench work with manipulative work in cold metal, sheet metal, simple pattern making and elementary electricity. A number of projects of the type suitable for the public school are completed by each student.

220, 221—Industrial Arts for Elementary Teachers. (3, each quarter).

The course consists mainly of operations in simple woodwork, wood finishing, toy making, and a study of materials adaptable to the elementary activity program.

222—Home Mechanics. (3).

A typical course in Home Mechanics. The problems and projects to be selected from the mechanical operations carried on in the maintenance and repair of the average home.

300, 301, 302—Advanced Furniture Construction. (3, each quarter).

This course aims to give instruction in the principles of furniture construction including the fundamental principles underlying structural design.

310, 311, 312—Upholstering. (3, each quarter).

In this course are offered the fundamental operations performed in elementary upholstering along with the study of materials. Special emphasis is placed on the types of work which are carried on in the school work shop.

330, 331, 332—Advanced Mechanical Drawing (3, each quarter).

A continuation of mechanical drawing involving a study of machine elements, shop processes, structural drafting, and engineering graphs and charts. Some time is spent in reproduction and duplication of engineering drawing.

400, 401, 402—General Metal Work. (3, each quarter).

This course is designed to give students an acquaintance with various activities in the field of bench metal work, consisting of cutting, filing, bending, shaping, heating, and finishing. Oxy-acetylene and electric welding work, embracing the use of torch for cutting; metal lathe work, involving various metal turning processes and tool usage.

404—Organization of the General Shop. (3).

A study of the organization of the general shop, pupil personnel, equipment planning, teaching aids and demonstrations.

410, 411, 412—Machine Woodworking (3, each quarter).

An advanced course in woodworking designed to give training in the fundamentals of machine woodworking as applied to cabinet working and carpentry.

Music
Mr. Austin

All students working for credit in Music 180, 181, 182, 220, 221, 222, 330, 331, 332, and 350, 351, 352 are required to participate in all public performances of these groups.

110—Foundation Work in Music. (2).

Singing easy songs, rudiments, sight reading, ear training.

111—Singing-Reading. (2).

Development of tonal vocabulary, chromatics, major and minor scales, intervals, sight reading.

112—Sight Singing and Theory. (2).

Song singing, three and four parts, interval and chord study, dictation work, sight reading exercises.

115—Public School Music for Primary Grades. (2).

A study of the types of composition most suitable for the taste and voices of small children, with attention to the development of appreciation, and with demonstrations of effective methods of teaching music to children.

116—Public School Music for Intermediate Grades. (2).

Principles and procedures for grades 4, 5, and 6. A study of the child's voice and the rote song. Observation in the training school will be conducted from time to time.

180, 181, 182—Class Instruction. Band and Orchestra Instruments. (2).

Group method of study and teaching of band and orchestral instruments. Fee, 75 cents to \$1.50 per quarter. One lecture and one double period per week.

200, 201, 202—Elementary Harmony. (3).

Scales, intervals, chords, triads, sevenths and ninths with their inversions, dictation and ear training work, harmonizing given melodies and bases, keyboard work. Prerequisite: 112 or its equivalent.

203—Elementary Music Appreciation. (2).

220, 221, 222—College Chorus and Glee Club. (1).

Choruses and part songs from the standard light and grand operas. Two hours per week. Fee, 75 cents.

230, 231, 232—Junior Band and Orchestra. (2).

Class instruction; standard marches; marching band work; music suitable for athletic events and parades. Fee, 75 cents. One lecture and one double period per week.

240, 241—Drum Major and Marching Tactics. (1).

Drum major and majorette; marching tactics, block and letter formations.

250, 251, 252—Piano. Class Lessons. (2).

Opportunities are offered for class piano instruction. Actual experience in class piano procedures, using the piano and individual practice key boards.

300, 301, 302—Advanced Harmony. (3).

Altered chords, analysis, composition, key board work. Counterpoint—two part, three part, and four part, strict and free forms. Instrumentation and orchestration—The playing range and use of orchestral instruments and arranging for different ensembles.

330, 331, 332—Advanced Band and Orchestra. (2).

Class instruction. Standard overtures, suites and symphonies are studied. Prerequisite: Music 182 or equivalent. Fee, 75 cents to \$1.50 per quarter. One lecture and one double period per week.

340, 341, 342—Instrument Repairing. (1).

A thorough study and practice in minor repairs such as soldering in brass, re-padding and regulating wood winds, re-heading and adjusting percussion instruments, gluing, reed making and fitting.

350, 351, 352—Ensemble Singing. (2).

Mixed voices, sacred and secular music, a capella singing. Cantatas, operettas, oratorios, operas and biographies of their composers studied. Song repertoire for choral clubs. Public performances. Fee, 75 cents a quarter.

360, 361, 362—Musical Production. (1, each quarter).

400—History of Music. (3).

The different periods or epochs in the development of music are studied. Much music representative of the various epochs is heard through the Orthophonic. Special attention is given to polyphonic music in the early church and the development of the opera.

401—Biography of Composers. (3).

The great classic, romantic, and modern composers, together with their compositions, are studied. Much of their music is heard through the Orthophonic. Special attention is given to the symphony and art song.

402—Music Appreciation. (3).

A course for any who are interested in the aesthetic value of music; also its correlation with literature. Special attention is given to the symphonic poem, programmatic overture, etc.

412—Conducting. (3).

A study of the fundamentals of conducting in the choral field with special emphasis on certain choral conducting techniques. To acquaint and prepare prospective teachers with techniques and actual practice in conducting various types of ensembles. Each student will have the opportunity to train and conduct a vocal group in several numbers.

BIOLOGY

Mr. Moore, Mr. Freeman

100—Nature Study. (3).

A course to encourage an interest in living things in relation to their environment, to develop the observational powers of the student, and to discover the aesthetic and cultural values of Nature Study in the grades. Two hours lecture and two hours field or laboratory work per week.

103—General Biology. (Plant Biology). (4).

A survey course designed to introduce students to fundamental biological principles and processes studied from the standpoint of natural history, identification characteristics, physiological functions, adaptation, interrelationships, and economic importance. Two lectures and four laboratory hours per week.

105—Zoology. (4).

A continuation of Biology 103 in which the same plan of study is applied to invertebrate animals exclusive of Arthropoda. Two lectures and four laboratory hours per week.

106—Zoology. (4).

A continuation of Biology 105 in which the same plan of study is applied to the Arthropoda and to selected types of vertebrate animals. Two lectures and four laboratory hours per week.

121—Anatomy. (4).

A detailed study of the structure of the human organism, but with physiological correlations whenever advisable. Lectures, demonstrations, and laboratory exercises. Two hours lecture and four hours laboratory per week.

122—Physiology. (4).

A continuation of 121. Physiological considerations predominate, but additional anatomical and histological studies are included where needed to clarify the subject. Two hours lecture and four hours laboratory per week.

130—Microbiology. (4).

Lecture-demonstrations, recitations, and quizzes are closely correlated with laboratory practice to develop an understanding of the characteristics and activities of micro-organisms and their relations to health and disease. Microscopic study and laboratory practice in some of the basic aseptic techniques are emphasized. No prerequisite, but General Chemistry is advised. Two hours lecture and four hours laboratory per week.

200—General Botany. (4).

The structure and physiology of the higher seed plants will be studied. Two lectures and four hours laboratory per week.

201—General Botany. (4).

The morphology and classification of the lower plant forms, especially the algae, the fungi and the mosses. Two hours lecture and four hours laboratory per week. Prerequisite: Biology 200.

202—General Botany. (4).

A continuation of 201, dealing especially with ferns and gymnosperms, also the geographical distribution and general ecological relations of plants. Two hours lecture and four hours laboratory per week.

203—Field Botany. (4).

A study of the families of spring flowers; the collection, naming and mounting of representative specimens. This course may be taken in the spring quarter of the freshman year. Three hours lecture and two hours laboratory per week.

211—Entomology. (4).

An introductory course in which emphasis is placed upon insects of economic importance. A representative mounted collection of local insects is required. Two lectures and four hours of laboratory per week.

220—Fruit Growing. (3).

A study of the principles of fruit growing, with special emphasis on the production of fruit for home consumption. Fruits regularly grown in home orchards of West Tennessee will be considered, but emphasis will be placed upon apples, peaches, and small fruits. Three lecture-recitations per week; field trips.

300—Genetics. (4).

The general principles of genetics are studied, but plant material mainly is used for demonstration. Three hours lecture and two hours laboratory per week. Prerequisite: twelve hours of Biology, including Biology 200 or 201.

302—Bacteriology. (4).

Microorganisms, especially bacteria, yeasts and molds, will be studied in their biologic and economic aspects. Open to juniors and seniors who have had Biology 201. Two hours lecture and four hours laboratory per week. Prerequisite: twelve hours of Chemistry.

310—Landscape Gardening. (3).

A study of landscape ornamental plants and planting plans. Three hours lecture-recitations per week; field trips.

315—History of Biology. (3).

The development of the biological sciences from early times and the influence of some of their contributions. Three lectures per week. Prerequisite: Twelve quarter hours credit in biological science.

320—Forestry. (3).

A study of trees in regard to their identification, strength and uses of wood, destructive agents, their requirements for growth, and their economic aspects. Two lectures and two laboratory hours per week.

330—Comparative Anatomy of Vertebrates. (4).

A comparative study of the organs and systems of selected forms of vertebrates. Two lectures and two laboratory periods per week. Prerequisite: Biology 105 and 106.

331—Comparative Anatomy of Vertebrates. (4).

Continuation of Biology 230. Two lectures and two laboratory periods per week. Prerequisite: Biology 230.

332—Vertebrate Embryology. (4).

A consideration of the fundamentals in the development of selected vertebrate embryos from the fertilized egg cell. Prerequisite: Biology 230 and 231. Two lectures and four laboratory hours per week.

340—Ornithology. (3).

A study of the habitats, migrations, nesting habits and the classification of birds. Field trips for recognition of the more common local birds will be organized as needed. Two lectures and two hours laboratory per week. Prerequisite: Twelve hours of biology including vertebrate zoology.

350—Plant Physiology. (4).

The functions of the morphological parts of plants and their reaction to their environment. Three lectures and two laboratory hours per week. Prerequisite: Twelve hours in the biological sciences. Biology 200 and 201 are desirable.

351—Plant Physiology. (4).

A continuation of Biology 350. Three lectures and two laboratory hours per week. Prerequisite: Biology 350.

352—Ecology. (4).

A study of the interactions between organisms and their environment. Consideration is given to plant and animal societies that develop in response to their environmental factors. Three lectures and two laboratory hours per week. Part of the laboratory will be done as field work. Prerequisite: Twelve hours in the biological sciences.

Note: Biology 350, 351 and 352 are offered in alternate years.

403—Plant Histology. (4).

A detailed study of plant tissues, and the killing, staining and mounting of sections to make permanent slides. Open to juniors and seniors who have had Biology 200 or 202. Two hours lecture and four hours laboratory per week.

404—Animal Histology. (4).

A detailed study of animal tissues, and making of permanent microscope slides. Open to juniors and seniors who have had eight hours of zoology. Two hours lecture and four hours laboratory per week.

COMMERCE**Mr. Frizell, Miss Johnson, Miss France**

The objective of the commerce division is three-fold. It provides teacher-training for those desiring to enter the field of high school instruction; office-training for those students who are desirous of general employment in business offices as accountants or as secretaries; and general business training for those who plan to serve business in some executive capacity. Students preparing for teaching positions should offer a major in commerce as a part of their curriculum for the bachelor's degree; those preparing for general office work should specialize in accounting, shorthand, and typewriting; while those preparing for executives should specialize in accounting, business law, business administration, and economics.

A major consists of thirty-six group hours, of which not less than nine shall be in Accounting, nine in Shorthand, nine in Typewriting, and six in Business Law. To be eligible for student teaching, one should meet these minimum requirements with the exception of Business Law. All majors in commerce are expected to complete Economics 230, 231, and 232.

Accounting**100—Elements of Accounting. (3).**

A study of those simple business activities which develop the need for accounting records and reports. Problems and a short practice set illustrating a single enterpriser are studied. No previous knowledge of accounting is required for entrance.

101—Elements of Accounting. (3).

A continuation of Commerce 100. Records and accounts peculiar to the partnership relation are introduced. An individual practice set based on partnership is required of all.

102—Elements of Accounting. (3).

A continuation of Commerce 101. Problems based on the dissolution and liquidation of partnerships are studied. The nature and characteristics of accounts peculiar to the corporate form of business organization are inquired into. Problems and the voucher system are made a special study.

300—Principles of Accounting. (3).

Classification of accounts appearing on financial statements; analysis of financial statements; accounting for non-profit organizations; insolvency. A practice set illustrating a manufacturing business organized as a corporation is required of all. Prerequisite, Commerce 102.

310—Introductory Cost Accounting. (3).

General principles of cost accounting; interlocking of cost records with the general records; requisition of materials; allocation of manufacturing expenses; job order cost systems. Prerequisite, Commerce 300.

320—Auditing Theory and Practice. (3).

A study of the theory and the practice of auditing; illustrative problems provide a foundation for professional practice. Principles and accepted procedures of the present-day accountant are presented to the student.

Business Law**305—Business Law. (3).**

This course offers the student a usable knowledge of the principles governing the formation of contracts. The Essentials of Contracts, the Principles of Agency, the Law of Partnerships, and the Law of Corporations are the only topics discussed. Open to juniors or seniors only.

306—Business Law. (3).

A continuation of Business Law 305. Sales; Negotiable Instruments; Bailments; Insurance; Real and Personal Property.

307—Business Law. (3).

The principal topics covered are Employer and Employee; Principal and Surety; Landlord and Tenant; Torts and Business Crimes; and the Law of Insolvency. Prerequisite: Commerce 305.

Business Organization and Finance**315—Investment Principles for the Individual. (3).**

An introduction to some fundamentals in personal finance, including problems that arise in purchasing a home, real estate, life insurance, bonds, and stocks. A knowledge of economics and accounting is an essential background for these fundamentals. Intended primarily for seniors.

400—Business Administration. (3).

A study of the internal problems of business management. Problems in finance, marketing, personnel, production, and standards and records are discussed. Prerequisites, economics and junior or senior classification.

401—Business Organization and Combination. (3).

A study of the external factors influencing business. The main topic discussed relates to the legal form of the business undertaking. Other problems studied are the business cycle, public relations, and government regulation. Prerequisites, junior or senior classification with a knowledge of business law and accounting.

410—Industrial Studies. (3).

A study of the physical processes in our leading industries. The steel, rubber, automotive, coal, and oil industries are taken up; particular study is made of the cotton industry. When possible, classroom work will be supplemented by field trips to related plants. Prerequisite, junior or senior standing.

Shorthand**200—Fundamentals of Shorthand. (4).**

A study of the elementary principles of Gregg shorthand. Open to sophomores and to freshmen who have had not more than one year of high school shorthand.

201—Advanced Principles of Shorthand. (4).

A continuation of Fundamentals of Shorthand 200. Emphasis is placed on brief forms and words of high frequency preliminary to a sure foundation for dictation and transcription. Open to any who have completed more than one year of high school shorthand.

202—Shorthand Reading and Dictation. (4).

A review of fundamentals; reading and dictation of letters and articles. The course is designed for greater speed and facility in writ-

ing. Open to any who have completed Advanced Principles of Shorthand 201 and Advanced Typewriting 105 or who may be enrolled in Typewriting 105.

301—Secretarial Training and Office Practice. (3).

This is a study of the qualifications, duties, and training of a secretary. General attitude, confidential affairs, and the relation of secretarial work to other phases of office work are stressed. Acquaintance with office machines and details of secretarial equipment and work are required of the student. Prerequisite, Commerce 202.

302—Speed Building in Shorthand. (3).

This course is planned for developing speed in dictation and transcription of general business terms. Advanced principles in phrase building are studied. Prerequisites, Commerce 105 and 202.

303—Speed Building in Shorthand. (3).

This is a continuation of the study begun in Speed Building 302. Speed in dictation and transcription of special business terms used in our industries and professions is the primary objective. Ability to take dictation at the rate of 125 words per minute and to transcribe accurately and attractively must be sustained.

Typewriting

103—Beginning Typewriting. (2½).

A study of the fundamentals of touch typewriting. Accuracy, rhythm, and technique are emphasized. Ability to attain a rate of twenty-five words per minute net must be acquired. Open to those who have had no high school typewriting.

104—Intermediate Typewriting. (2½).

Emphasis is placed on letter writing; short poems; outlines. Speed and accuracy are increased. Ability to attain thirty-five words per minute must be acquired. Prerequisite, Commerce 103 or one year of high school typewriting.

105—Advanced Typewriting. (2½).

A review of letter writing and manuscripts; tabulations; stencil cutting; speed practice. The student must demonstrate ability to write forty-five words net per minute. Prerequisite, Commerce 104.

210—Speed Development in Typewriting. (3).

This course is planned to improve the quality of one's skill in touch typewriting. To receive credit, the student shall prove ability to type at least sixty words per minute net with a maximum of five errors. Prerequisite, Commerce 105.

215—Training for the Office Typist. (2½).

An intensive training for the problems met by the office typist; a study of the use to which typing will be put and not a study of the mere form. Prerequisite, Commerce 210.

EDUCATION**Mr. Hughes, Mr. Steere, Mr. Deen, Mr. Mitchell, Miss Rawls****200—General Psychology. (3).**

Through the study of the natural capacities of the human organism, concepts of educability and of the directions in which man may be educated are developed in this course. The course brings out the close relation of the mental and physical and emphasizes the necessity of mental health for educability and social effectiveness.

205—Educational Psychology. (3).

This course is limited to the study of learning, or habit formation; learning as a natural phenomenon; the biological purpose of learning and its significance for the curriculum; conditioning as an explanation of learning; positive and negative aspects of improvement, and the meaning of practice. Frequent applications to the learning of school subjects are made.

206—Child Psychology. (3).

A study of types of mal-adjustment most frequently found among pupils; adjustment to the curriculum, to the administration, to the teachers, to other pupils, to the home and community, and to personal problems.

208—Observation, Participation, and Practice Teaching in elementary grades. (3).**211—Principles of Secondary Education. (3).**

A study of the major problems of secondary education and their historical background; the course of study and organization of instruction; student organization and government; relation of secondary education to elementary and higher education; standards and requirements for Tennessee schools.

220—Primary Education. (3).

In this course the necessity for establishing the habits in reading, writing, spelling, pronunciation, simple sentence structure, fundamentals in arithmetic, etc., that determine the pupil's success in all further education, is emphasized. Approved techniques for developing these habits are studied, along with the principles of child psychology involved in the formation of attitudes favorable to teaching.

221—Social Studies in the Elementary Grades. (3).

How pupils at the elementary level may be led to a better understanding of their political, economic, and social relations by the use of materials at hand in school books, newspapers, and the affairs of the community. The importance of social problems as topics for oral and written discussions is emphasized.

222—Natural Science in the Elementary Grades. (3).

The course deals with the elementary principles of the astronomical, geological, biological, chemical, and physical sciences, and methods of simple demonstration and experimentation. The importance of learning to speak and write with accuracy and precision is emphasized.

223—Literature in the Elementary Grades. (3).

Outline history of literature for general background is followed by studies of approved lists for childrens' reading in the different types of literature. The student must become familiar with a minimum number of selections and show ability to teach them. Special emphasis upon the memorization of gems of literature, their value as permanent personal possessions, and their use as models for creative writing.

224—World History in the Elementary Grades. (3).

World history in outline, with emphasis upon the need for historical perspective for understanding the modern world. The importance of history as a study of causes and consequences in human behavior. How to use the dramatic episodes in history to stimulate feeling for justice and democracy. The use of history topics for oral and written exercises is stressed.

225—The Teaching of Arithmetic and Junior High School Mathematics. (3).

A philosophy for the teaching of arithmetic and junior high school mathematics; objectives; historical development; fundamental guides in teaching the chief units; diagnostic and remedial work; observations; lesson plans.

300—History of Education. (3).

An analysis of various conceptions of education that have prevailed at different periods from the Hebrews, Greeks, and Romans to the present, pointing out the elements that should be included in a modern philosophy of education. Due emphasis is placed upon American history of education.

302—Modern Philosophies of Education. (3).

A study of the place and function of education in American life; an examination of the major issues in education and of the views of Dewey and other leaders in education; consideration of new problems in education arising from changing economic and social conditions; new opportunities for the schools arising from the scientific study of human nature.

303—Studies in Personality. (3).

This course is an introduction to the mental hygiene aspect of modern education. The contributions of Freud, Jung, Adler, and Watson are discussed. Some techniques for the study of personality are introduced. Fee 50 cents.

306—Guidance and Counseling. (3).

This course emphasizes the duty of the teacher to discover unusual capacities and deficiencies and to make provisions for them. Aptitude tests, vocational interest tests, and the Binet Intelligence Scale are studied. Personal problems of pupils as factors in adjustment to school life, the importance of right attitudes toward teachers, studies, and other pupils, and the purposes and methods of private conferences, are emphasized. Fee 50 cents.

307—The Psychology of Adolescence. (3).

A study of the characteristics of the adolescent stage of development that should be taken into account in teaching and planning the high school course of study and in the supervision of the extra-curricular activities in the high school.

309—Educational Measurements. (3).

This course deals with the principles underlying the construction of objective tests, with practice in the construction of new type tests, and with the elements of statistical procedure necessary for the interpretation of school measurements.

311—The Secondary School Curriculum. (3).

In this course an attempt is made to determine the functional teaching objectives for the various high school subjects; ways of attaining these objectives, and how the different subjects should be integrated in the high school curriculum. This course should precede Materials and Methods in the Major or Minor Subject.

312—High School Administration. (3).

The Tennessee high school laws and the standards set up by the State Board of Education for high schools; problems met in the adjustment of the schools to these requirements; the administration of athletics and other extra-curricular activities, and discipline, schedules, records, etc.; the Public Laws of Tennessee.

400, 401, 402—Materials and Methods in Major and Minor Subjects. (3 to 9).

403, 404, 405—Practice Teaching in Elementary Grades. (3 to 9).

406, 407, 408—Practice Teaching in High School Subjects. (3 to 9).

409—Workshop for Teachers. (8).

A course designed to meet the needs of the teacher in service by offering an opportunity to work co-operatively on problems which are real to teaching situations, and which meet the needs of the individual. There will be opportunities for individual consultations, observation in the Training School, exploration of the community, and social development.

HEALTH AND PHYSICAL EDUCATION

Dr. Hudson, Mr. Curlin, Mrs. Blackman, Mr. Davis*, Mr. Jamerson

In order to carry out the State program of health and physical education, the State Board of Education, May 8, 1942, passed the regulation that a 5-day a week program in Physical Education be required of all students enrolled in the State's colleges under the jurisdiction of the State Board of Education.

Courses are planned with the following aims: (1) To furnish healthful exercise and recreation; (2) to meet the demand of all elementary and high school teachers conducting certain classes in physical education; (3) to train men and women as leaders in physical education, physical directors and coaches.

Special arrangements will be made for those who are physically unable to take the regular courses in physical education. Beginning students in this group are required to register for Physical Education 103a and must report to the gymnasium, where special assignments will be made.

Women taking work in physical education must provide tennis shoes and regulation uniforms; men must provide white athletic shirts and white trunks, and rubber shoes.

All students are required to report to the head of the Health Department for physical examination. This is for the purpose of advising them not only as to physical exercises, but along general health lines.

Health**100—Physiology. (4).**

A course in human physiology from the standpoint of college students and teachers. Three lectures and two hours laboratory each week.

101—Personal Hygiene. (3).

A survey of factors which affect personal health and introduction of

*On leave.

methods used in preventing disease in the individual. Three lectures a week. Prerequisite: Health 100.

102—Community Hygiene. (3).

Introduction to methods used in preventing disease in the community. Three lectures a week. Prerequisite: Health 100.

200—School Hygiene. (3).

Study of methods designed to promote the health of school children through the detection and correction of physical and mental defects, limitation of preventable diseases, maintenance of a healthful mental and physical environment, training in health habits, and the cultivation of desirable attitudes towards life. Three lectures a week. Prerequisite: Health 100.

201—Health Education. (3).

Study of classroom problems in hygiene and of material recommended for classroom use at various levels. Three lectures a week. Prerequisite: Health 100 and 200.

241—Nutrition. (3).

See Home Economics 241.

Physical Education

100, 101, 102—Plays and Games for Elementary Schools. (2, each quarter).

First term devoted to grades 1, 2, 3.

Second term devoted to grades 4, 5, 6.

Story plays, singing games, hunting games, and elements of athletic games will be studied.

103 a, b, c—Special Exercises. (1, each quarter).

104—Conditioning Exercises and Games. (1) Five periods per week.

Required for freshmen and sophomores, and for upperclass students who have had less than six quarters of this course. A minimum of six quarters required for graduation, unless the student has been excused on the recommendation of the College physician.

107—Tennis. (1).

This course is primarily for practice periods for students wishing exercise from this sport. Placement tests will be given to determine improvement on forehand, backhand drives, and service.

108a—Swimming for Beginners. (1). (Nominal fee for use of pool.)

Fundamentals of swimming, such as, correct breathing, floating on back, floating face down, recovering standing position after floating, water games to instill confidence, elementary back stroke, breast stroke, and beginners crawl.

108b—Swimming for Intermediates. (1). (Nominal fee for use of pool.)

Individual attention is given in the different strokes, so that each person may advance according to ability. Instruction will be given toward the Red Cross Life Saving test, and in games, stunts, and novelty races.

109, 110, 111—Leisure Time Activities. (1, each quarter). 50c fee.

This course presents opportunity to develop skills in activities which may safely be continued throughout life, such as table tennis, paddle tennis, shuffleboard, badminton, archery, horse-shoe pitching, box hockey, bait casting, and others.

200, 201, 202—Physical Education for the High Schools. (1, each quarter).

This course includes methods of classifying students into height, weight and age groups, lead-up athletic games, and competition in seasonal sports.

203 a, b, c—Special Exercises. (1, each quarter).

Students who are physically unable to take the regular work will be given exercises recommended by the College physician. Other students may be assigned to these courses by the physical directors for special practice in various sports.

209, 210, 211—Community Recreation. (1, each quarter). 25c fee.

Social activities for adult recreation, including programs for stunt nights, carnivals, hobby fairs, and other community gatherings.

212 a. b. c—Folk Dancing. (1, each quarter).

Fundamental folk and national dances, typifying the various peoples as well as the costume, will be studied.

214, 215, 216—Self-testing Program for Girls. (1, each quarter).

Imitation walks, stunts, tumbling, pyramid building, will be included, as well as the Athletic Badge Tests for girls, the Brace Motor Ability Tests, and special tests for native ability in certain sports.

300—Scout Leadership. (3). 50c fee.

Prerequisite, 6 quarters of Physical Education.

A general study is made of topics for troop meetings, such as community service, first aid, nature study, handicraft, group singing, hiking, outdoor cooking, trail blazing, games and contests.

302—Playground Methods and Activities. (3). 50c fee.

Prerequisite, 6 quarters of Physical Education.

This is a lecture and laboratory course which provides opportunity to study some of the activities carried on in the Memphis City Parks.

A community sports day will be organized and conducted by the class.

305—First Aid. (3). 50c fee.

Instruction in caring for minor injuries, artificial respiration, shock, safety measures, etc., by methods recommended by the Red Cross.

317—Programs, Pageants and Festivals. (3).

Lectures and demonstrations. This class will assist in working out plans for, and direction of, a May Day program.

318—Coaching Basketball. (3).

This course includes tests and drills for proper body balance, a study of the anatomy of the individual as it applies to basketball, passing drills, defensive systems, various styles of shooting baskets. Thorough study of rules and their interpretations, etc.

319—Coaching Football. (3).

The objectives of the course are: to develop certain fundamental principles; to establish a uniformity of nomenclature of all terms; to present a definite course in the study of football wide enough to afford teachers and players proper conception of the game.

320—Coaching Minor Sports. (3).

Mimetic drills in fundamentals. Study of rules in golf putting, volley ball, soccer, speed ball, etc.

321—Coaching of baseball and soft ball.

HOME ECONOMICS**Miss Henderson, Miss Chappell**

The Department of Home Economics is designed to provide professional education qualifying for teaching in junior and senior high schools. The field also includes those phases of learning related to personal living, family life, and homemaking. A number of courses are offered which are designed to help students take their places in family and community life more effectively.

Since general chemistry and organic chemistry are prerequisite to certain advanced courses, students planning to major in Home Economics should take Chemistry 100, 101, 102 during the freshman or sophomore year, in order that Organic Chemistry may be taken no later than the junior year.

Electives strongly recommended for Home Economics majors are: microbiology, human physiology, economics, and sociology.

Courses for which no prerequisites are stated are open to any qualified student.

Textiles and Clothing**111—Clothing Selection. (3).**

This course is planned to help the student develop standards in selection, purchase, use, and maintenance of the wardrobe from the standpoint of design, materials, and construction of the various items. Three hours lecture.

112—Clothing Construction I. (3).

Fundamental principles of garment construction applied to wash materials. Selection and use of commercial patterns. Principles of fitting. One hour lecture, four hours laboratory. Prerequisite: Home Economics 111.

113—Clothing Construction II. (3).

Continuation of 112. Garments of cottons and rayons. Emphasis upon development of standards and judgment in fitting and construction. One hour lecture, four hours laboratory. Prerequisite: Home Economics 112.

311—Advanced Dressmaking. (3).

Problems in construction, fitting, and finishing garments to develop techniques in handling wools and rayons. One hour lecture, four hours laboratory. Prerequisite: Home Economics 112, 113, or equivalents.

312—Textiles. (3).

Study of textile fabrics used in clothing and the household. Characteristics of textile products as determined by fibers and processes. Two hours lecture, two hours laboratory. Prerequisites: Chemistry 100; Home Economics 111.

313—Dressmaking and Design. (3).

Advanced construction. Techniques of handling silks and rayons. Development of individual designs. One hour lecture, four hours laboratory. Prerequisites: Home Economics 112, 113, 311.

421—Children's Clothing. (3).

Selection, design, and construction of clothing for various age groups. Emphasis upon the contributions of suitable clothing to the education and health of the child. One hour lecture, four hours laboratory. Prerequisites: Home Economics 111, 112, 113.

Home Management**171—Introduction to Present Day Living. (3).**

This course is planned to help the student make the proper adjustments in personal and group life during college and afterwards. Topics considered are: choice of vocation, factors essential to successful marriage and family life, and the contribution of Home Economics to general education.

This course is open to all students, and is required of all first- or second-quarter students enrolled in other Home Economic courses.

181—Art in Everyday Life. (3).

The aim of this course is to develop some understanding of the principles of design and color theory as a basis for appreciation and good judgment in selection and use of objects in everyday life. Three hours lecture.

291—Health of the Family and Home Nursing. (3).

Building health habits; protection against illness and accidents; physical care of the infant; simple procedure in caring for the sick and aged. Two hours lecture and two hours laboratory.

471—Family Relationships. (3).

A continuation of the study of problems introduced in Home Economics 171 with emphasis upon the factors related to the achievement of satisfaction in the family group and the responsibilities of the family to community life. Three hours lecture.

472—Child Development. (3).

The study of the child's social, emotional and mental growth. Emphasis upon the preschool child with reference to his place in the family group. Three hours lecture.

481—House Furnishing. (3).

A brief study of the most common types of domestic architecture and suitable furnishings for use with each. Principles of design and color theory applied to selection and arrangement of the house and its furnishings. One hour lecture and four hours laboratory. Prerequisite: Home Management 181.

482—Household Equipment. (3).

Selection, placing, use, care, and repair of household equipment for most efficient use of time, energy, and money available. Two hours lecture, two hours laboratory. Prerequisite: Home Economics 481.

483—Home Management and Consumer Education. (3).

Problems of management of money, time, and energy. Study of consumer goods from standpoint of homemaker as the household buyer. Guides to buying. Three hours lecture. Prerequisites: Home Economics 481, 482.

Foods and Nutrition**241—Elementary Nutrition. (3).**

A study of the nutritive value of food, the factors influencing the body food requirement and the relation of food selection to health. Three hours lecture.

Students desiring credit for nutrition in the Department of Health should register for this course as Health 241.

242—Principles of Food. (3).

A study of the principles underlying the selection, buying, and preparation of foods. An introduction to the planning, preparation and serving of meals. One hour lecture and four hours laboratory.

243—Meal planning and Service. (3).

Planning, preparation and serving of food for the family. Emphasis is placed on management factors. Meals are planned and prepared on different cost levels. Prerequisite: Home Economics 242. One hour lecture and four hours laboratory.

251—Nutrition. (4).

A study of the fundamental facts and principles of nutrition and their application to individual and family needs in maintaining health and promoting growth; a knowledge of the selection, purchasing, care, preparation, and serving of commonly used foods. Prerequisite: General Chemistry. Two lecture hours and four laboratory hours.

341—Advanced Meal Planning and Table Service. (3).

Meal preparation, methods of table service for various types of occasions; marketing and the costs of meals. Laboratory work consists of individual and group planning, preparation and service of meals to family size and larger groups. Prerequisite: Home Economics 243. Prerequisite or parallel Chemistry 102. One hours lecture and four hours laboratory.

342—Nutrition I. (3).

A study of the fundamentals of human nutrition and their application to individual and family dietaries. Prerequisites: Home Economics 241, 242, and 243. Prerequisite or parallel, Chemistry 300. Two lecture hours and two laboratory hours.

343—Nutrition II. (3).

Planning dietaries to meet the requirements of the individual at different age levels. An introduction to the study of special diets. Prerequisite: Home Economics 342. Prerequisite or parallel, Chemistry 301. Two lecture hours and two laboratory hours.

Home Economics Education

Methods of Teaching Home Economics. (See Education 400.)

Supervised Teaching in Home Economics. (See Education 406-7-8.)

LANGUAGE AND LITERATURE

**Miss Smith, Mr. Oldham, Mr. Evans, Miss Mays*, Miss Heiskell,
Mrs. Heatherly, Mrs. Hauser†, Mr. McGoldrick‡
English**

Note: English 111, 112, and 113 are required of all freshmen; English 211, 212, and 213, of all sophomores, except that sophomores in Curriculum C may postpone 211 or 212 until the junior year.

111—English Fundamentals. (3).

Grammar and punctuation are carefully studied in this course, the object of which is to assure mastery of the sentence. Much corrective work will be done. A limited number of compositions will be written. Four book reports are required.

112—Rhetoric and Composition. (3).

The mastery of paragraph structure and the making of outlines for long themes are the objects of this course. The objectives are to be attained through the study of contemporary essays, and through weekly themes and conferences. Four book reports are required.

113—Rhetoric and Composition. (3).

This is a continuation of English 112 with emphasis on the long

*On leave, 1943-44.

†On leave fall and winter, 1943-44; resigned March 20, 1944.

‡On leave.

theme and different types of discourse, and with considerable attention to the methods of studying literature. Weekly themes and conferences and four book reports complete the requirements.

211—English Literature. (3).

A survey of the classics of English literature from the beginning to Wordsworth. Selections are studied in class, and the facts of literary history and biography are duly considered. Reports on outside reading are also required.

212—English Literature. (3).

Continuation of English 211—from Wordsworth to modern times.

213—American Literature. (3).

Designed to acquaint the student with the best of American Literature, the procedure being the same as in English 211.

220—Literature in the Elementary Grades. (3).

Materials and methods in children's literature; an historical survey of literature for children from earliest times to the present, in poetry and prose; critical evaluation of recent children's books; the educational value of literature for the development of wholesome attitudes is emphasized.

221—World Literature—Ancient Period. (3).

Classics from ancient literature, principally Greek and Roman, are studied with a view to discovering permanent elements of culture. English translations are used.

222—World Literature—Medieval and Modern Period. (3).

Classics of various European nations of medieval and modern times are read in translation. Elements of modern culture are pointed out.

223—Biblical Literature. (3).

A study of the place of the Bible in the literature of the world is undertaken. Attention is given to various literary forms, including narrative, historical, biographical, prophetic, dramatic, poetic, and parabolic.

321—Nineteenth Century American Prose. (3).

An intensive study of selected American prose writers of the nineteenth century.

322—Nineteenth Century American Poetry. (3).

An intensive study of the major American poets of the nineteenth century.

323—Southern Literature. (3).

An examination is made of the literature produced in the South and that pertaining specifically to the South. The contributions of Southern literature to American culture are emphasized.

331—Modern Fiction. (3).

The representative works of leading recent and contemporary novelists are read. Schools and tendencies are carefully studied.

332—Modern Poetry. (3).

Much reading is required in the work of recent and contemporary

English and American poets. Lectures are given on movements and tendencies.

333—Modern Drama. (3).

Twenty-five modern plays are read and discussed from the standpoint of interpretation and structure.

341—Eighteenth Century English Literature. (3).

The course includes the writings, both poetry and prose, from 1660 to 1780. Some attention is given to historical and philosophical backgrounds of the period.

342—Romantic Poets of the Nineteenth Century. (3).

A careful study is made of the great British poets who flourished between 1798 and 1832. The beginnings of the Romantic movement in the previous century and their continuation in the great poets of the period are noted.

343—The Victorian Poets. (3).

The major British poets (exclusive of Browning and Tennyson) who flourished between 1832 and 1900 are studied.

421—Poetry of Chaucer. (3).

As many of the Canterbury Tales as possible are read and discussed in class.

422—The Poetry of Milton. (3).

A study of the poetry of Milton, with attention to the theological and philosophical backgrounds of Milton's thought.

423—Tennyson and Browning. (3).

An intensive study of selected poems of different types, produced by each poet. Their philosophy and religion are considered, as well as their connection with forerunners and successors.

431—Development of the Drama in England. (3).

The English drama is studied with reference to the various influences to which it was subjected from the beginnings in the Miracle and Morality plays through the Elizabethan and Jacobean periods.

432—Shakespeare's Tragedies. (3).

The principal tragedies are read, and critical examination is made of five. Attention is given to the principles governing Shakespearian tragedy.

433—Shakespeare's Comedies and Histories. (3).

The best known comedies are included in the course, as well as a few of the history plays.

441—The English Language. (3).

The course involves a study of the sources and development of the English language. Attention is given to phonetics and semantics as well as to philology.

442—Advanced Composition. (3).

A practical course in writing prose. Open only to students who are proficient in the fundamentals of writing.

443—Journalism. (3).

The course includes a study of the basic principles of journalism, an examination of current journalistic practices, and considerable practice in journalistic writing.

Speech**241—The Fundamentals of Speech. (3).**

This is a course in oral English based on the students' need for speech consciousness. The objective of the course is to give the student a knowledge of the speech mechanism, a training in good vocal quality and the social standards of spoken English. Though it presents the theory, it also emphasizes the practice of good speaking by providing experience in the preparation and delivery of extempore speeches and in oral reading.

242—Fundamentals of Speech. (3).

In this course the student is given much opportunity to put into practice knowledge gained in the preceding course. Attention is given to various types of public speaking.

243—Speech Problems. (3).

The purpose of this course is to acquaint the student with specific problems confronted by the teacher in high school situations and to investigate possible solutions for speech problems.

251—Fundamentals of Dramatics. (3).

The course is an introduction to the study of dramatics, with emphasis on the techniques of stage production. Attention is given to play selection, stage setting, lighting and sound effects, and costuming.

252—Laboratory Dramatics. (3).

In this course the class selects, analyzes, and presents for critical observation several plays appropriate for college, high school, and special groups.

253—Dramatic Production. (3).

The purpose of this course is, through the production of plays, to acquaint prospective high-school teachers with the principles of teaching dramatics on the high-school level. At least one play will be presented for critical purposes during the quarter.

Library Science**Use of the Library. (1).**

This course is planned to meet the needs for instruction in the use and management of small libraries. It consists of lectures on cataloguing and classification, reference work and compilation of bibliographies. Practical application of the material covered is required of the student. The routine of library management is thoroughly discussed.

French**100, 101, 102—First Year French. (3, each quarter).**

Pronunciation, grammar, content reading.

Open to students who have had no French.

200, 201, 202—Second Year French. (3, each quarter).

Vocabulary building, content reading.

310, 311, 312—Survey of French Literature. (3, each quarter).
400, 401, 402—French Drama. (3, each quarter).
403, 404, 405—French Novel. (3, each quarter).

Note: Credit in French toward a degree will not be allowed for less than one year's work, unless the student has earned more than two units in high school French.

Latin

Latin is taught as a language and literature valuable in itself as a means of the best intellectual and cultural training; as a means of learning English; as the chief source of technical terms used in the sciences and the law; and as the key to general knowledge.

The Johnson Memorial Library, with its several hundred volumes in Roman antiquities and Latin literature, offers splendid advantages to the student preparing to be a Latin teacher. Supplementary work in this library is a part of the required curriculum.

Much pleasure and profitable work are found in the activities of the department through the Latin Club. Classic plays are given by the club each year, the costuming and staging of pageants being done by the students. The several classes in the department take charge of the bi-weekly programs and the annual Latin tournament and banquet.

Latin 100a is open to students who have not previously studied Latin.

Students who have completed one high school unit of Latin may enter Latin 100b, with permission of the instructor.

Courses 100-101-102 are open to students who enter with two units of high-school Latin; or who have successfully completed Latin 100a and 100b, or who have successfully completed 100c.

Courses 110, 304, 404, 408 are given in English and are open to students who have had no Latin.

100a—Elementary Latin. (4). Fall quarter.

Fundamentals of grammar; Latin and English vocabulary; selected readings.

100b—Elementary Latin. (4). Winter quarter.

Grammar; vocabulary and word study; selected readings.

100c—Intermediate Latin. (4). Spring quarter.

Grammar; vocabulary and word study; selected readings from Caesar.

100—Cicero's *Orations Against Catiline*. (3).

The *Orations* are studied and are used as the basis for Latin prose composition.

101—Advanced Latin Gramar and Composition. (3).

This course includes the orderly presentation of the essential facts of the grammar, the translation of connected English into idiomatic Latin, and the study of the style and structure of Latin discourse.

102—Cicero *Pro Marcello*, *Pro Archia*, *Pro Lege Manilia*. (3).

103—Vergil's *Aeneid*, three books. (3).

110—Greek and Roman Mythology. (3).

Lectures, library assignments, scrap-book work, dramatization. Course given in English. Open to students not taking Latin.

Latin 112—Survey course in Roman literature. (3).

This course is based on translations of the Latin classics. It is designed to give the students a knowledge of the history of Latin literature and an understanding of Latin masterpieces in relation to Roman life and European literature.

120—Ovid—Selections from *Metamorphoses*, *Fasti*, *Tristia*. (3).

121—Livy—Parts of Books XXI-XXII. (3).

A study of Livy's style and peculiar treatment of a narrative as a historian.

122—Cicero's Essays. *De Amicitia*. *De Senectute*. (3).

200—Pliny's *Letters*. (3).

201—Plautus' *Captivi*, with a study of Roman comedy, its relation to Greek and to modern comedy. (3).

202—Vergil. Books VI-XXII of *Aeneid*. (3).

203—Advanced Latin Grammar and Composition. (3).

A continuation of Latin 101.

300—Horace's *Odes* and *Epodes*. (3).

301—Tacitus' *Agricola*. (3).

302—Cicero's *Letters*. (3).

303—Terence's *Phormio*, with attention to Roman manners, and to structure of Roman comedy. (3).

304—Roman Public and Private Life. (3).

An outline of Roman history in the Later Republic and in the Augustan Age, giving the setting for careers of prominent Romans. The course is designed as a background for all courses in Roman literature, and is open to students who have had no Latin.

400—Catullus, with attention to the development of the Latin lyric. (3).

401—Teaching Caesar. (3).

This is a course for the organization of the vocabulary and syntax of Caesar; the geography and history connected with the Gallic War; a type study of the Battle of Alesia; of the material selected for reading in the second year of high school. In this course the students are required to read widely in the writings of Caesar and to become familiar with his career.

403—Martian's *Epigrams*. (3).

The topics include such points as the meters and variety of poetic

form in the epigrams of Martial's satire; the pithy style, and his illustration of life at Rome.

404—Greek and Roman Art. (3).

This course enables Latin teachers to know and make available to students a large body of material in foreign and American museums.

405—Advanced Horace. (3).

Roman life in the time of Horace is studied through his writings and those of his contemporaries. A careful study is made of the *De Arte Poetica*.

408—The Mediterranean World. (3).

This course is a survey of the historical civilization, with special emphasis for Latin teachers.

Students who major in Latin are required to take thirty-six quarter hours of Latin, twenty-seven of which must be in the Latin language, and eighteen hours of which must be chosen from courses numbered from 200 or above. A group major may consist of twenty-seven hours in the Latin language and nine in French or Spanish. In this combination, eighteen hours must be from courses in Latin numbered 200 or above.

Spanish

111, 112, 113—First Year Spanish. (3 each quarter).

Pronunciation, grammar, content reading. Open to students who have had no Spanish.

211, 212, 213—Second Year Spanish. (3 each quarter).

Review and building of grammar and vocabulary, content reading, some conversation. Open to students who have had the equivalent of 111-12-13.

311, 312, 313—Survey of Spanish Literature. (3 each quarter).

History of Spanish literature from the 12th Century to the present day; study of the development of poetry, prose, and drama; reading of representative works in the various fields in successive periods. Open to students who have had the equivalent of 211-12-13.

321—Advanced Composition and Conversation. (3).

Developing ability and skill in the use of Spanish in practical, everyday experiences; review of grammar and vocabulary building where necessary. Open to students who have had the equivalent of 211-12-13.

331—Commercial Spanish. (3).

Study of technical terms, vocabulary, and phraseology used in business and commerce with Spanish-speaking countries, such as letters, invoices, papers required by consular regulations, etc. Open to students who have had the equivalent of 211-12-13.

411—Drama of the Siglo de Oro. (3).

16th Century Classical drama.

412—Romantic Poetry and Drama. (3).

The first half of the 19th Century.

413—Modern and Contemporary Drama. (3).

The late 19th and early 20th Centuries.

421—Early Spanish-American Literature. (3).

Writings of the Colonial Period, reflecting pre-Columbian literature; periods of Independence and Romanticism.

422—Spanish-American Drama, Short Story, and Poetry. (3).

423—La Novela Criolla. (3).

The Spanish-American Novel.

431—The Early Spanish Novel. (3).

Development of the novel from the earliest forms through *Don Quijote*.

432—The Realistic Spanish Novel. (3).

The latter half of the 19th Century.

433—Modern and Contemporary Prose Writers. (3).

20th Century novelists, essayists, etc.

Materials and Methods in Teaching Spanish—See Education 400.

Note: Credit in Spanish toward a degree will not be allowed for less than one year's work, unless the student has earned more than two units in high school Spanish.

MATHEMATICS

Mr. Locke*, Mr. Clark

Students who major in mathematics are required to take thirty-six quarter hours in mathematics, at least twenty-four of which must be chosen from courses numbered 200 or above. Those planning to major in mathematics should consult the head of the department not later than the beginning of their junior year and preferably earlier.

100—Solid Geometry. (4).

Open only to those who do not offer solid geometry for entrance. Lines and planes; polyhedrons; cylinders and cones; the sphere. Prerequisite: One unit in high school algebra and one unit in plane geometry. Not offered every year.

101—College Algebra. (3).

Review of the fundamental operations; factoring and fractions; exponents and radicals; functions and graphs; equations and systems of equations both linear and quadratic. Prerequisite: At least one unit in high school algebra. Students beginning college mathematics should in general make this their first course.

101a—College Algebra. (3).

Continuation of 101. Progressions; binomial theorem; complex numbers; logarithms; determinants; permutations and combinations, theory of equations. Prerequisite: Mathematics 101 or two units in high school algebra.

*On leave.

102—Trigonometry. (3).

Definitions and analysis of trigonometric functions; identities; solutions of right and oblique triangles; inverse functions, trigonometric equations. Prerequisite: Mathematics 101 or its equivalent and preferably Mathematics 101a.

200—Plane Analytic Geometry. (3).

Cartesian co-ordinates; relation of curve and equation; the straight line; the circle; introduction to conics. Prerequisite: Mathematics 101a and 102 or their equivalent.

201—Plane Analytic Geometry. (3).

Continuation of 200. The conics continued; transformations of co-ordinates; tangents; polar coordinates; parametric equations. Prerequisite: Mathematics 200 or its equivalent.

202—Solid Analytic Geometry. (3).

Cartesian coordinates in space; the plane; the straight line; quadric surfaces. Prerequisite: Mathematics 200 and 201, or their equivalent.

300—Differential Calculus. (3).

Introduction to limits; fundamental differentiations; maxima and minima; applications to geometry; rates. Prerequisite: Mathematics 200 and 201 or their equivalent and preferably 202.

301—Calculus. (3).

Continuation of 300. Partial derivatives; law of the mean; indeterminate forms; infinite series; differentials; forms of integration. Prerequisite: Mathematics 300.

302—Integral Calculus. (3).

Continuation of 301. Form of integration continued; the definite integral; successive integration; applications of integration. Prerequisite: Mathematics 300 and 301.

400—Differential Equations. (3).

Formation of differential equations; equations of the first order; applications; singular solutions; total differential equations; linear equations with constant coefficients. Prerequisite: Mathematics 300, 301 and 302 or their equivalent.

401—Differential Equations. (3).

Continuation of 400. Linear differential equations of second order; equations of higher order; systems of simultaneous equations; integration in series; partial differential equations. Prerequisite: Mathematics 400.

402—Differential Equations. (3).

Continuation of 401. Partial differential equations continued; applications of differential equations. Prerequisite: Mathematics 400 and 401.

THE PHYSICAL SCIENCES**Mr. Hayden, Mr. Moore, Mr. Newport, Mr. Snyder****Aviation**

In recognition of the needs of academic training in the field of aviation, the courses in Aerial Sciences are opened to all college students. The purpose of these courses is to qualify those interested for the various opportunities which will be present in the new air age. The courses will cover the requirements for private license, and provide an academic background for those people who choose to make aviation a vocation, or for those who will make flying a hobby.

110—Aerial Physics.

Units and definitions; scalar and vector quantities; motion; fluids at rest and in motion; work and energy; temperature and heat; transmission of heat; properties of gases; isothermal and adiabatic processes; principles of altimeter, air-speed indicator, directional gyro, and other instruments.

111—Aerial Navigation.

Introduction to maps and charts; latitude and longitude; Mercator and Lambert projections; study of altimeter, compasses, and other navigational instruments; pilotage, simulated flight problems, theory of dead reckoning navigation, time, speed, distance relation with simulated flight problems in dead reckoning.

112—Aerial Meteorology.

Meteorological elements; weather maps and meaning of map symbols; lapse rates; pressure gradient; air masses; fronts; weather associated with warm and cold fronts; general and local circulation of the atmosphere; thunderstorm and icing conditions.

Chemistry**100, 101, 102—General Chemistry. (4, each quarter).**

A course open to all freshmen. Two sections, one for those who have had high school chemistry and one for those who have not had high school chemistry. Those who have not had high school chemistry attend three lectures a week. The credit is the same for both sections. These courses include a survey of the fundamental laws and principles of chemistry with their integration with other sciences. The last two months' laboratory in Chemistry 102 is elementary qualitative analysis. Two or three lectures and two laboratory periods a week.

200, 201, 202—Qualitative Analysis. (4, each quarter).

A comprehensive study of metal ions, alloys, ores, and minerals. Technique given from the micro-analysis standpoint. Ample problems are given to emphasize the theoretical background. Prerequisite: General chemistry, and a working knowledge of logarithms. Two lectures and two laboratory periods a week.

210—Elementary Quantitative Analysis. (6).

This course is offered for those who need some analytical chemistry to help them with their work in industrial plants. Practical analytical procedures are covered. Theory is directly related to laboratory exercises. Prerequisite: General Chemistry. Three hours lecture and six hours laboratory per week.

300, 301, 302—Organic Chemistry. (4, each quarter).

Lectures are devoted to the more important classes of organic compounds and their relationships. This course emphasizes the uses and

reactions of many carbon compounds. Prerequisites: Chemistry 100, 101, 102. Two lectures and two laboratory periods a week.

310, 311, 312—Physical Chemistry. (4, each quarter).

Theory and laws with laboratory and many problems to illustrate them. Prerequisite: college algebra. A knowledge of calculus is desirable. Two lectures and two laboratory periods a week. Offered every other year.

400, 401, 402—Quantitative Analysis. (4, each quarter).

Quantitative Analysis. A course in volumetric and gravimetric analysis. Calibration of apparatus and weights first taken up. A thorough drill in solubility product principle, and in oxidation and reduction reactions. Prerequisites: College algebra and qualitative analysis. Two lectures and two laboratory periods a week. Offered every other year.

Physics

200—Mechanics. (4).

A thorough discussion of the fundamental laws of mechanics. The applications of these laws are stressed in numerous problems and experiments. It is strongly recommended that college algebra and trigonometry be taken previously. Two lectures and two laboratory periods per week.

201—Heat, Sound and Light. (4).

Theories as to the nature of heat, sound, and light. Laws and principles of heat, sound, and light, with problems and experiments to demonstrate these laws and principles. Two lectures and two laboratory periods per week.

202—Magnetism and Electricity. (4).

Discussion of the fundamental laws and theories of magnetism, electrostatics, and current electricity. Problems and experiments to demonstrate these laws. Two lectures and two laboratory periods per week.

300—Advanced Mechanics. (4).

Fundamental principles of statics, kinematics and dynamics. These principles are illustrated by numerous problems and experiments. Applications to the field of engineering are strongly stressed. Three lectures and one laboratory period per week. Prerequisite: Physics 100. Corequisite: Calculus.

301—Advanced Heat and Light. (4).

Modern theories of heat and light. Discussion of thermodynamics, meteorology, heat engines; reflection, refraction, diffraction, lighting. The practical application of these subjects and principles therein to the field of engineering. Three lectures and one laboratory period per week. Prerequisites: Physics 201 and Physics 300. Corequisite: Calculus.

302—Advanced Magnetism and Electricity. (4).

Basic principles and construction of direct current and alternating current generators and motors. The transmission of electrical power. Communication by telephone and radio. A study of the construction, principles and uses of x-ray tubes and photoelectric cells. Three lectures and one laboratory period per week. Prerequisite: Physics 202 and Physics 301. Corequisite: Calculus.

THE SOCIAL SCIENCES

Mr. Johnson*, Mr. Snyder, Mr. Molinski†, Mr. Steere, Mr. Brown,
Mr. Mitchell, Mr. Easton

Economics**230—Principles of Economics. (3).**

This course introduces the student to certain established principles in the field of economics. It is designed to cover extensively the major aspects in production, distribution or marketing, and finance. In addition, a study is made of the causes of business fluctuations, pricing methods, and international trade.

231—Applied Economics. (3).

This course is based on the principles of economics, and an attempt is made to see how these principles work in actual practice. It also includes an impartial study of different comprehensive economic systems, such as liberalism, socialism, communism, and others.

232—Applied Economics. A continuation of 231. (3).

This course deals with the economic aspects of different forms of government financing, control of the business cycle, monopolistic practices, and other classical and current economic problems.

Geography**110—Introductory Geography: Human Adjustments to Environmental Factors. (3).**

The first three courses in geography constitute a one-year sequence for students majoring in the subject as well as those majoring in other fields. Their scope embraces a descriptive and analytical survey of man's occupancy and use of the earth, particularly his leading activities and basic interrelations as they concern the various phenomena of the natural environment. Lectures will be supplemented by field trips, laboratory assignments, and lantern slides.

Topics for study in the first course: A survey of the factors of our natural environment. Man's relation to the thirteen types of climate, to vegetation belts, to land forms, to soils, and to the hydrographic factors.

111—Introductory Geography: Economic Activities. (3).

Prerequisite: Geography 110.

A study of world patterns embracing the thirteen agricultural regions, the six fishing regions, and the forest regions of the world.

112—Introductory Geography: Economic and Commercial Activities. (3).

Prerequisites: Geography 110 and 111.

The first part of the course deals with two more types of world patterns, namely, mining and manufacturing regions of the world. The second part deals with the trade regions, trade routes, and trade centers of the world.

210—Physiography. (4).

Prerequisite: One year of college geography.

*On leave.

†Resigned Feb. 15, 1944.

A course of practical value to teachers of geography and other related sciences, consisting of a study of the land forms, their changes, and their relation to man.

Topics for study: Physiographic regions of the United States; relief features of the earth; changes of the earth's surface due to internal and external forces; life in mountains and plains; coast lines and harbors; materials of the earth and their influence on the distribution of population.

211—Climate and Man. (4).

Prerequisite: One year of college geography.

A course dealing with climate and climate factors and the relation of man to each.

Topics for study: Nature and composition of the atmosphere; temperature and temperature belts; high and low pressure belts; world winds and their causes; amount, distribution, and causes of rainfall; weather forecasting; life in the different heat zones and the density of population in each; effects of same on vegetation; waves, currents, and tides.

215—South America. (3).

Prerequisite: One year of college geography.

A study of the economic regions of the continent with special emphasis on Argentina, Brazil, and Chile. Trade relations will also be stressed.

Topics for study: Historical background and discovery, natural geographic regions, climatic conditions, development of the people; economic products by political divisions.

310—Tennessee. (3).

Prerequisites: Geography 210 and 211 or equivalents.

A classification of Tennessee into human-use regions by statistical method, and a descriptive and explanatory survey of land utilization in each region.

311—Anglo-America. (4).

*Prerequisites: Geography 210 and 211 or equivalents.

A study of the leading activities in each of the major geographic regions of the United States, Canada, and Alaska, covered from the point of view of the natural environmental complex. Inter-relations among regions will be stressed.

312—Historical Geography of the United States. (3).

Prerequisite: Geography 210 and 211 or equivalents.

A study dealing with the geography of North America during certain selected phases of its development by the white man.

Topics for study: European background of American settlement; geographic aspects in the discovery, exploration, and colonization; the expansion of the American people across the continent, in the Pacific, and in the Gulf and Caribbean region; geographic aspects of coast lines and inland waterways; the part geography played in the Civil War; and geographic laws and their relation to cities and American destiny.

315—Conservation of Natural Resources. (3).

Current problems dealing with the conservation of soils, minerals, forests, waters, wild life, and the natural beauty of the earth.

316—The South. (3).

Prerequisite: Geography 210 and 211 or equivalents.

A study of the geographic-economic aspects of the South with special emphasis on the relation of the various cultural phenomena to the complex of the natural environment.

Topics for study: The population pattern, transportation facilities, agriculture, basic raw materials, power resources, manufacturing, and urbanization in the South.

410—Western Europe. (3).

*Prerequisite: Geography 210 and 211 or equivalents.

A course dealing with the relationships between the people of a particular region and their natural environment, the interrelations among unit areas; and the geographic aspects of European participation in world affairs.

Topics for study: A brief survey of the continent. England; northeastern metallurgical area, northwest industrial area, Sheffield and Birmingham areas, the woolen and cotton districts, agricultural England, greater London. The central valley of Scotland, southern Wales, and Ireland. France: Paris and the Paris Basin, the Vosges, Alsace-Lorraine, the Rhone-Saone valley, the Mediterranean region, the basin of Aquitaine, the central plateau, and the Armorican peninsula.

411—Central and Eastern Europe. (3).

*This course is a continuation of Geography 410.

Topics for study: Belgium, Holland, Denmark, Scandinavia, and Finland. Germany: North German plain, central highlands, middle Rhine plain, Main and Neckar area, Black Forest and Bavaria. Russia, new Baltic states, Poland, Rumania, Carpathian lands, middle Danube plain, the Alpine region. The Balkan, Italian, and Iberian peninsulas.

412—Asia. (3).

Prerequisite: Geography 210 and 211 or equivalents.

A rather detailed study of the geographic regions of India, China, and Japan, and a brief survey of the other regions of the continent.

Emphasis is placed on the cultural and natural features which in association characterize each region, comparison of regions and the utilization of land and resources of each, and personal achievement in regional technique.

415—Field Work and Cartography. (3).

Prerequisite: Geography 210 and 211 or equivalents.

A course dealing with the observation, recognition, representations and analysis of geographic phenomena both cultural and natural. This course is required of all students majoring in the department.

*These prerequisites may be waived for a student majoring in history and taking only a second minor in geography.

History

101—Survey of European Civilization from the First Century A. D. to 1500. (3).

The break-up of the Roman Empire and the barbarian invasions. The rise and spread of the Christian church. The Byzantine Empire. Mohammed and the expansion of the Mohammedan Empire. Feudalism and the founding of the feudal kingdoms. Struggles between the Empire and the Papacy. The Crusades. Development of the monarchies in France and in England and the Hundred Years War. The life of the people. Rise of the middle class and growth of the towns. The Renaissance.

102—Survey of European Civilization from 1500 to 1815. (3).

The Reformation and the disruption of the universal church. Founding of the Protestant churches and Counter Reformation. The Age of Charles V and the Age of Philip II. Establishment of absolutism in France from Henry IV to Louis XIV. Development of the British monarchy from Elizabeth to George III. Decline of the Hapsburg Empire and the rise of Prussia. Russia from the breaking of the Mongol domination through the reign of Catherine the Great. Government and society under the Old Regime in France. The French Revolution and Napoleon. The Congress of Vienna.

103—Survey of European Civilization from 1815 to the Present. (3).

Post Revolutionary Europe and the era of reaction under Metternich. The break-up of the Metternich System and the movements for unification in Prussia and in Italy. The Industrial Revolution and the triumph of the bourgeois in government. Great Britain, France, Germany, Russia, and the lesser states of Europe in the nineteenth century. Imperialism and the rivalry of the great powers. The World War and the peace treaties. Post war developments in Britain, France, Russia, Italy, and Germany.

200—United States to 1800. (3).

This course is the first of a series of three which present a survey of United States history from the period of discovery to the present. Following a brief survey of European conditions at the time of Columbus, attention will be given to the exploration and settlement of North America. Colonial development, political, economic, and social, will be stressed. Major attention will be given to the expulsion of the French, the British colonial policy, the American Revolution, the formation of

the Articles of Confederation and the Constitution, and the launching of the new government. This course ends with the election of Jefferson.

201—United States from 1800 to 1868. (3).

A continuation of History 200. A survey of the War of 1812 and its background will be followed with a study of the period of nationalism, the rise of Jacksonian democracy, sectional conflict, and the Civil War and reconstruction.

202—United States from 1868 to the Present. (3).

A continuation of History 201. Special attention will be given such topics as the tariff, the greenback and silver questions, agrarian discontent, rise of big business, and government efforts to control business and commerce. The wars and their background will be briefly surveyed and the liberal movements including the New Deal will be discussed.

301—The French Revolution and Napoleon, 1789-1815. (3).

The Old Regime in France and underlying causes of the Revolution. The French Revolution, the Era of Napoleon and the Congress of Vienna.

302—European History, 1815 to Background of World War I. (3).

Europe under the Metternich System. The revolutionary period and the struggle for democracy and nationalism in Italy and Germany culminating in the unification of Italy and the emergence of the German Empire. England, France, Germany, Austria, Russia, and the small states of Europe during the nineteenth century. The Near East. The dismemberment of the Ottoman Empire. Economic and social developments of the period.

303—European History, Background of World War I to the Present. (3).

The rise of modern economic imperialism and the growth of international rivalry that led to the World War. The World War, the Peace Conference, the League of Nations, the search for security and disarmament. Problems of post-war England and France. The rise of dictatorships in Russia, Germany, and Italy. Present day events in Europe.

305—American Foreign Policy to 1865. (3).

Prerequisite: History 200, 201, 202.

A course designed to present the foreign policy of the United States beginning with the first American alliance with France in 1778 and including a diplomatic treatment of the part played by commercialism, expansion, and sectionalism in the shaping of the American foreign policy through the post-bellum diplomacy of 1865.

Topics: The French alliance, the Peace of Paris, the rise of American commerce, old world commercial restrictions, the struggle for neutral rights in 1812, the Monroe Doctrine, Jackson's foreign policy, expansion into Oregon and Texas, the diplomacy of the Mexican War, the opening of China and Japan, diplomacy of the Civil War including the French occupation of Mexico and Seward's post-bellum diplomacy.

306—American Foreign Policy Since 1865. (3).

Prerequisite: History 200, 201, 202.

A continuation of History 305 dealing with the following topics: The settlement of the "Alabama" claims; fisheries, the seal trade, and the Alaskan boundary; expansion in the Caribbean and Pacific including the reassertion of the Monroe Doctrine, the war with Spain, the Panama Canal, and politics in the Pacific; intervention in Europe including American failure at neutrality; Wilson and the World War, America and the League of Nations; Pan Americanism, the Washington Conference and Disarmament, the Sino-Japanese conflict, war debts and reparations; and the breakdown of American isolation.

307—The Ancient Empires and Greece. (3).

The civilization of the ancient Near East. Rise of the Greek City States. The Persian Wars. The culture of Hellas. The Macedonian Empire and Alexander the Great. Hellenistic civilization.

308—Rome and the West. (3).

The western Mediterranean World and the Roman conquest of Italy. The rise and extinction of the Roman Republic. The Roman Empire, its decline and survival.

309—Tennessee. (3).

Prerequisite: History 200, 201, 202.

The early development of the Old Southwest will be briefly surveyed. The emphasis will be placed upon the political, economic, and social development of Tennessee from 1796 to the present. Such topics as public lands, the Indian question, internal improvements, educational developments, and Tennessee's contribution to national life will be stressed.

400—The Colonial Period. (3).

Prerequisite: History, 200, 201, 202.

An intensive study of the Old World background to American history followed by a detailed study of the settlement and development of each individual English colony. Much attention will be given economic and social life—population and labor, agriculture and land tenure, industry, trade and transportation, imperial supervision, the colonial church and religion, manners and customs.

401—The Constitutional Period. (3).

Prerequisite: History 200, 201, 202.

An intensive study of the forces, persons, and ideals that entered into the drafting and ratification of the Constitution. Source materials will be investigated and reports required.

402—The Jackson Period. (3).

Prerequisite: History 200, 201, 202.

A topical study of the Jackson era. Nullification, the Bank struggle, the tariff, the surplus, the public land policies, internal improvements, and party politics will be studied in detail. Each student will be required to prepare a finished paper on some phase of these more important topics.

404—Social and Economic History of the South. (3).

Prerequisite: History, 200, 201, 202.

A study of the history and institutions of the South before the War Between the States, and a comparison of these institutions with the institutions of the present day. Emphasis will be placed on the economic and social life of the people.

409—Origins of World War I. (3).

Prerequisite: History 302.

An investigation into the causes of and the responsibility for the first World War. The diplomatic relations between the great powers will be studied in detail for the period 1870-1914. Special attention will be given to the formation and development of the Triple Alliance and the Triple Entente. Stress will also be placed upon the diplomacy of the development of sea power, territorial expansion, and the problem of minorities.

Political Science

240—National Government. (4).

A survey of the United States government under the Articles of Confederation followed by a rather intensive study of the government under the Constitution. The organization and functions of the departments of the government will be stressed. Some attention will also be given to such topics as citizenship, suffrage, and elections.

241—State and Local Government. (3).

A study of state, county, and city government in the United States with special reference to Tennessee. State constitutions and governmental structure will be given detailed examination. Modern trends in both state and local government will be stressed. Special emphasis will be placed upon problems of Tennessee government.

242—Political Parties. (3).

Prerequisite: History 200, 201, 202. History 202 may be taken concurrently.

After a rapid survey of the development and contributions of American political parties, an intensive study will be made of such topics as party organization, nomination methods, campaign methods, ballots and voting, and party machines and political bosses.

340—Governments of Europe: The Democracies. (3).

Prerequisite: History 103 or History 302 and 303.

The first twenty-four meetings will be devoted to a study of the development of parliamentary government in Great Britain. Stress will be placed upon the nature and development of the Constitution, the position of the crown, the growth of democracy, and the decline of the powers of the King and Lords. The present structure and functioning of the government will be studied in detail.

The remaining twelve meetings will be devoted to a study of the government of France. The various governments from the French Revolution to the Third Republic will be rapidly surveyed. Major stress will be placed upon the government under the Third Republic. The constitution and the structure and functioning of the government will be studied in detail.

Sociology

318—Principles of Sociology. (3).

Prerequisite: One quarter of general psychology.

A study of the effect of environment on society; social problems growing out of group organizations; social conflicts and their causes; the evolution of folkways, customs and mores and their effect on social behavior.

319—Rural Sociology. (3).

Prerequisite: One quarter of general psychology.

Origins and development of rural society; economic and social phases of rural society in relation to the rural family, school, church and community; problems of rural health and recreation.

320—Social Psychology. (3).

Prerequisite: One quarter of general psychology.

A study of social influences on human behavior; how cultural determination of values affects behavior; the psychology of various fundamental social values in their relation to development of human nature.

321—Criminology. (3).

Prerequisite: Sociology 318 or 320.

The nature, types and distribution of crime; causes of criminal behavior; the machinery of justice; types of treatment; recidivism; rehabilitation of criminals; crime prevention programs.

HONOR ROLL, SPRING QUARTER, 1942-43

Collinsworth, Margaret	Riggin, Margaret Anne
Taliaferro, Lewis	Boldreghini, Louis O.
Cortner, Ruth McGaw	Featherston, William Baker
Lewis, Fred Alvin	Maxwell, Harvey F.
Ballas, Aspasia	Hurst, Alma Evelyn
Northern, Dorothy Jean	McFadden, Cecil
Smith, Mary Louise	McKittrick, Janice
Godwin, Thelma Gates	Parrish, Joy
Marks, Daniel	Bell, Jean
Reed, Mrs. Isabel Toomey	Edwards, Irene Massey
Barham, Fred	Knox, Eleanor Hazel
Cooper, William T.	Lovingood, Thomas
Torii, Mary Kawai	Weatherly, Jack
Alexander, Mary C.	Williams, Helen F.
McDaniel, Joseph A.	

HONOR ROLL, FALL QUARTER, 1943-44

Alexander, Bobbie Sue	Nehls, James Warwick
Brown, Richard Noel	Ingram, Mary Lou
Moxley, Eloise	Graves, Ruth
Reed, Mrs. Isabel Toomey	Epting, Carrie Jean
Evans, Eleanor Jean	

HONOR ROLL, WINTER QUARTER, 1943-44

Moxley, Eloise	Humphreys, Lou Celia
Riggin, Margaret	Ingram, Mary Lou
Brown, Richard	Marr, Dorothy
Epting, Carrie Jean	Belew, Marian
Marks, Daniel	Graves, Virginia Ruth
Alexander, Bobbie Sue	

Names on the Honor Roll for each quarter appear according to the number of honor points earned by each student, the highest number being at the top of each list. Names are listed alphabetically wherever two students have the same number.

GRADUATES, JUNE, 1943

Alexander, Mary Clarentine	Jones, Clara Jean
Anderson, Grace Powell	Knox, Eleanor-Hazel
Anderson, Mary Virginia	Lewis, Fred Alvin
Baird, Mary Evelyn	Lucas, Billie Ray
Beyer, Mrs. Marie Marks	Martin, George Chester
Blakeney, Mrs. Anola Welch	McCullough, Mrs. Martha Yarbro
Boldreghini, Louis Orestte	McNeer, Vernon Martin, Jr.
Bowlent, Aida Clarice	Messer, Lois Marjorie
Bratton, Hazel Marie	Miller, Rita Faye
Bryan, Mrs. Martha Kelsey	Moore, Helen Bernard
Burk, Malcolm Devies	Northern, Dorothy Jean
Catledge, Margaret Rebecca	Olswanger, Berl
Cole, Philip Littleton	Parkinson, Rose Corrinna
Collins, Helen Norman	Roach, John Liechty
Daniel, Evelyn C.	Rhodes, Mary Katherine
Davidson, William Lorence	Robinson, Edyth Alline
Davis, Mrs. Billie Camp	Robinson, Robert Eugene
Dodd, Otha Dell	Samuels, Thomas Edward
Edwards, Irene Massey	Scott, Mrs. Verneil Harris
Feaster, Mavis Anita	Shankland, Alice Elizabeth
Featherston, William Baker	Simi, Frederick S.
Gandy, Sarah Elizabeth	Simmons, Frank Eugene
Hall, Virginia Blanton	Schrader, Johnnie
Ham, Eleanor	Taliaferro, Lewis
Hamner, Lotus Maxine	Tarry, Katherine Somervell
Holliday, Virginia Claire	Turley, Jean Ione
Hood, Mary Ethel	Vance, Elizabeth Massey
Hunt, Thomas Laverne	Williams, Paul James
Johnson, Donald Thompson	Witt, William Albert, Jr.
Johnston, Mrs. Rosa Lee Evans	Wray, Mary Frances

GRADUATES, JULY, 1943

Appling, Mildred Allena	Gray, Dorothy Anne
Chamberlain, Will Taylor	Lally, Edward Charles
Clark, Margaretta	Naylor, Elizabeth Garner
Cortner, Mrs. Ruth McGaw	Phillips, Robert DeWese
Crenshaw, Annie Elizabeth	Robins, Annie Kathleen
Dacus, Elsie Mae	Seymour, Evelyn Christine
Dillon, Mrs. Maxine Bryan	Sparks, Nelma Jean
East, Richard Clayton	Thomas, Luther Charles

GRADUATES, AUGUST, 1943

Anthony, Leora	Kittle, Grace Carlton
Colbrunn, Richard C.	Lamar, Marie Louise
Collinsworth, Margaret	Neville, Dina Geraldine
Franklin, Edabith	Parrish, Margaret Joy
Gibbons, Mary Simpson	Porter, Martha Lou
Godwin, Thelma Gates	Rimer, Ann Clements
Griesbeck, Margaret Josephine	Remmers, Dorothy Thweatt
Haley, Richard T.	Stevens, Jack
Holladay, Jim William	Tucker, Evelyn Rebecca

INSTRUCTIONS TO APPLICANTS FOR ADMISSION

- 1—If you are entering college for the first time, request your high school principal to mail an official transcript of your credits to the Registrar's Office, Memphis State College, Memphis 11, Tennessee. If you are transferring from another college, request the registrar to mail an official transcript of your credits to the Registrar of Memphis State College. This request should be made at the same time that your application for admission is mailed in, and at least **thirty days before the date you expect to enter**. Upon receipt of your application and the proper credentials from the last school or college you attended, the Registrar will mail you a notice telling whether you have been accepted for admittance to Memphis State College. He cannot notify you of your acceptance until he has received proper credentials.
- 2—If possible, make an appointment to see the Registrar or the Dean several weeks before you plan to enter. In this conference, you should outline your general plans for college work, in order that you may be advised concerning the most effective way of taking care of your needs and meeting the curricular requirements of the College.
- 3—If you plan to live in one of the dormitories, make your room reservation at the time you apply for entrance.
- 4—Become familiar with the College Catalogue, especially with the requirements of the curriculum you plan to follow and with the course offerings in the departments in which you will major and minor. Students are expected to hold themselves responsible for all information published in the Catalogue on such subjects as registration for and dropping of courses, class attendance, discipline, and student activities.
- 5—As soon as possible after enrolling, make the acquaintance of the head of one of the departments in which you are most interested, and ask that person to advise with you from time to time about your choice of courses to be taken, as well as about other matters affecting your life as a student.
- 6—No later than the beginning of your junior year, make an official declaration of your choice of major and minors, in order that your major and minor professors and the Dean may advise with you on the proper completion of your program of studies.

**APPLICATION FOR ADMISSION
to
Memphis State College**

I hereby apply for admission to Memphis State College.

I was (or will be) graduated from

..... High School

of on 194.....,
(Address)

with units.

In addition, I have completed quarter hours
of college work in College
and am entitled to honorable dismissal from all colleges
attended.

I wish to reserve a room in the men's....., women's.....,
dormitory for the quarter beginning

194..... I am enclosing three dollars room reservation fee,
which is to be applied to the rental of a room.

I expect to enter on 194.....

I was born on , at
(Month) Day Year

.....
(Town or County)

.....
(State)

.....
(Signature)

Address.....

Date.....

(Applicant should read the opposite page for full instructions
regarding application for admission.)

